ENGLISH GRAMMAR

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ENGLISH GRAMMAR

CORRECT AND EFFECTIVE USE

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PREFACE

English Grammar: Correct and Effective Use presents the essentials of grammar and discusses fully those principles that will enable the student to choose correct forms of speech and to acquire an effective use of English.

In order to determine what grammatical issues should be most fully treated as a means of improving speech habits, the authors made a careful survey of prevailing faults in everyday speech and used the results of this survey as the basis of the text.

A vivid sense of the difficulties that confuse the average student and of the perplexities that meet the average teacher has determined both the order of the topics and the method of presenting them. The Contents shows in outline the way in which the work proceeds from simple grammatical conceptions to the application of principles and to a discussion of varied and effective sentence forms.

The book is offered with the hope that it may interest the student in his own use of both written and spoken English and lead him toward an intelligent mastery of language.

TO THE TEACHER

A statement regarding certain features of *English Grammar: Correct and Effective Use* may be of service to the teacher in a first acquaintance with the text.

Subject matter is presented in a simple, direct manner.

Definitions are so concisely stated that the student will find them quickly grasped and easily remembered.

Illustration accompanies each definition. Full explanation is made of every point of value. Black-faced type directs the student's attention to important details.

Abridged definitions, with illustrative examples, will help the student to fix in mind the essential facts about each term that is employed in the discussion of grammatical relations and of correct forms of speech. The teacher will find the abridged definitions of special value to the slow and the backward student.

Questions that follow the presentation of a topic help the student to read with understanding, to test his knowledge of what he has read, and to apply this knowledge to the exercises.

Instructions for study and recitation suggest to the student that he look for the reason and state it clearly. Though he will not profit by mere repetition of a formal statement, the student will, by the use of accurate expression, acquire a habit of speech that is invaluable.

Exercises of an interesting kind fill many pages. The resourceful teacher will find an overabundance of class material from which to select freely what is best suited to the needs of the class. The teacher

whose crowded program prevents daily planning for every class will have all the material the class can use for both study and recitation.

Reviews are frequent as well as varied; thus important principles will be retained.

Diagrams afford a quick means of showing the relation between parts of the sentence. Long and intricate diagrams are not given, though a complete set of forms appears in the last section.

Analysis to determine the relation between the elements of the sentence appears throughout the book, though not as an issue in itself. As the subject develops, analysis gives place to synthesis, to the building of correct and effective sentence forms.

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ENGLISH GRAMMAR: CORRECT AND EFFECTIVE USE

THE SENTENCE

KINDS OF SENTENCES · NECESSARY PARTS OF THE SENTENCE · ANALYSIS AND DIAGRAM · THE CLAUSE IN THE SENTENCE · THE PHRASE IN THE SENTENCE · SUMMARY OF DEFINITIONS

A **Sentence** is a word or group of words that expresses a complete thought.

A cold wind blew all day.

Groups of words that express thought in conversation must not be called sentences unless the thought is complete. The word *complete* should not be omitted in defining a sentence.

One word is a sentence if the thought is complete.

Wait.

The one word is a sentence because the thought is complete.

A long group of words is not a sentence if the thought is incomplete.

While we were going slowly over the mountain pass during a heavy fall of snow

The long group of words is not a sentence because the thought is not complete.

Incomplete thoughts must not be punctuated as if they were sentences. The incomplete thought given in the last example should not be followed by a period.

Exercise 1

Tell which of the expressions are sentences. Notice that the period is incorrectly placed after many of the expressions. Tell which expressions should not be followed by a period.

Instructions for Study

Ask yourself whether the thought of each expression is complete. If the thought is incomplete, the group of words is not a sentence.

Recite as follows:

While we were going slowly is not a sentence because it is not a complete thought. It should not be followed by a period.

1. The boys who were chosen for the basketball team.
2. Listen!
3. When the victorious team had left the field and the ones who were defeated had gone to their dressing rooms.
4. After each play the crowd cheered enthusiastically.
5. Don't go.
6. No one who had ventured out in the rain regretted that he had gone.
7. Those who were seated in the highest rows of seats up near the roof of the grandstand.
8. Walk very slowly to the door.
9. Come whenever you can.
10. Many who came to the gate expecting to buy tickets there and who were turned away in deep disappointment.
11. Swiftly the time sped by.
12. When the last play had been made and the whistle blew to end the game, everyone gave a sigh of relief.
13. Some were disappointed, but all realized that the game had been clean and that the better team had won.
14. When the leaves have turned quite yellow and the frost is in the air.
15. The reason that many men give for leaving their cars on a side of the street where the curb is marked for no parking.
16. After the snow had fallen to a depth of several feet and all the pasturage for the stock was covered so that the animals had to be fed in the barnyard.
17. Whenever the traveling salesman's wagon stopped before the door, the children knew that a time of happy surprises had come.

18. If all the trees are cut down and the hills are left completely bare so that water from the rains dashes down in a wild, quick torrent.
19. What you think will determine what you will be.
20. Always carry your driver's license with you.
21. Stop. Look. Listen.
22. Under a log where a ground squirrel had made his home and where daily the little black dog barked and scratched and whined and found nothing.
23. One day when the little black dog, tired of his own noise and discouraged with his efforts to frighten out the squirrel, sat disconsolately by the log.
24. The squirrel, thinking the noisy black brute had gone, came whisking out from under the log.
25. Such excitement and such noise as there was then!
26. Out of sight in a jiffy dashed the surprised squirrel.
27. Slyly reappearing opposite the place where the dog had feverishly begun digging as fast as he could.
28. Too late the dog saw his intended victim disappear under a great rock.
29. O, but he did look beaten!
30. Standing in a forlorn attitude, head bent low as if he were wondering whether to dig away at the log or to begin excavations at the rock.
31. Life was too hard, and so he did nothing.
32. On the highway last week when a somewhat common accident caused by the driver's falling asleep at the wheel.
33. A few seconds of driving sent the car off the road.
34. It plunged over a bank, striking a tree.
35. The passengers, banged and shaken, and the driver now thoroughly awake.

KINDS OF SENTENCES

Sentences are classified according to meaning as declarative, interrogative, imperative, and exclamatory.

A **Declarative Sentence** states or declares. It is followed by a period.

The yellow pine is more widely distributed than any other North American tree.

An **Interrogative Sentence** asks a question. It is followed by a question mark.

Why do we celebrate the Fourth of July?

An **Imperative Sentence** commands or requests. It is followed by a period.

1. *Do not leave the room without permission.*
2. *Please open the window.*

An **Exclamatory Sentence** expresses sudden or strong emotion. It is followed by an exclamation point.

How fiercely the fire burns!

Exclamatory sentences are also declarative, interrogative, or imperative in meaning, but become exclamatory because of the feeling expressed.

The house is on fire!

A sentence may have one form and another intention; it is then punctuated to indicate the intention. For example, a sentence may be declarative in form, yet interrogative in intention.

You really mean it?

The sentence is declarative in form, but it is interrogative in intention.

Will you please close the door.

The sentence is interrogative in form, but it is imperative in intention.

Did you ever hear of such a thing!

The sentence is interrogative in form, but exclamatory in intention.

Questions

1. What is a sentence?
2. How can you tell whether a long group of words is a sentence?
3. Why is *Hurry!* a sentence?
4. How are sentences classified according to meaning?
5. What is a declarative sentence?
6. What is an interrogative sentence? What different forms may an interrogative sentence have?
7. What is the purpose of an imperative sentence?
8. What determines that a sentence is exclamatory? Exclamatory sentences may be classified in what other ways?
9. In the sentences given for illustration, what mark of punctuation is used after each kind?
10. Why is *When we were near the school* not a sentence?
11. Should you classify the sentence *Who would ever believe it* as interrogative or exclamatory? Why?

Exercise 2

Classify each sentence according to its meaning. Use the definitions as reasons for your statements.

Recite as follows:

Do not leave the room without permission is an imperative sentence because it commands.

1. History can tell us about many interesting and beautiful things from all periods of time.
2. It records the achievements of every remarkable person.
3. History should be a fascinating story.
4. Unfortunately very often it is not!
5. Have you read any exciting stories in American history?
6. Bring to class a story of the life or work of the first missionaries in America.
7. Jesuit missionaries suffered many hardships in their work among the Indians of the Northwest.

8. What terrible experiences they endured!
9. Ask the librarian for Parkman's thrilling stories of those Jesuit heroes.
10. Why was Champlain called the "father of New France"?
11. In 1608, Champlain founded the city of Quebec.
12. Read the story of Champlain's wanderings and explorations.
13. You will perhaps enjoy the story of his expedition along the shores of the St. Lawrence.
14. What large lake in our country did Champlain discover?
15. Do you know anything about the invention of radio?
16. Commander Byrd, an American naval officer, made the first airplane flight to the North Pole in 1926.
17. The history of America has its beginnings in Europe.
18. Oh, I should enjoy travel in foreign countries!
19. You would travel in foreign countries?
20. Before my return, I would visit Athens and see the Parthenon.
21. Many public buildings in America have been built in part like the Parthenon.
22. The Parthenon, a beautiful temple, was erected to the goddess Athena in the fifth century, B.C.
23. It has always been considered quite perfect in proportion and decoration.
24. In the seventeenth century, the Turks stored gunpowder in the Parthenon!
25. You can imagine the result in one of their wars with their neighbors.
26. You are familiar with the present appearance of the temple?
27. In the nineteenth century, Lord Elgin took many of the carvings from the Parthenon to England.
28. What a loss the wrecking of the Parthenon has been to all people!
29. Read about Ictinus, the Greek architect of the Parthenon.
30. What is known about Phidias, the Athenian sculptor?
31. Phidias and his pupils carved in marble a festival procession of the people of Athens.
32. The carving extends entirely around the four sides of the Parthenon.
33. Such remarkable sculpture it is!

34. Phidias filled the triangular ends of the Parthenon with heroic figures of the gods.
35. By what method were these figures then colored by the artist?
36. Oh! he was a great genius!
37. Such sculpture had never been seen before his time.
38. For an open space behind the columns of the entrance, Phidias made a great bronze figure of the goddess Athena.
39. The giant statue of the protecting goddess could be seen far out at sea.
40. Do many of the carvings by Phidias yet remain?
41. Many are broken or destroyed.
42. Isn't that really too bad!
43. The carvings on the shattered walls of the Parthenon are in moderately good condition.
44. The work of Phidias still inspires artists.
45. Much in the civilization of today we owe to the beauty-loving Greeks.

NECESSARY PARTS OF THE SENTENCE

The **Necessary Parts** of every sentence are the subject and the predicate.

The **Subject** is that part of the sentence about which something is said.

The **Predicate** is that part of the sentence which says something about the subject.

A cold north wind has been blowing all day.

A cold north wind is the subject because it is that part of the sentence about which something is said.

Has been blowing all day is the predicate because it says something about the subject.

THE PREDICATE

The **Complete Predicate** of a sentence may be one word or any number of words used to say something about the subject.

Cars of every age and kind, in all conditions of repair and paint, roadsters, limousines, and trucks, passed.

The complete predicate is the one word *passed*, because *passed* says something about the subject. The rest of the sentence is the complete subject.

Cars of every age and kind, in all conditions of repair and paint, roadsters, limousines, and trucks, passed the corner daily during the heavy traffic hours.

The complete predicate is *passed the corner daily during the heavy traffic hours*, because the entire group of words says something about the subject.

The **Simple Predicate** is the word or word group necessary to make the statement, to ask the question, or to give the command.

In the complete predicate *passed the corner daily during the heavy traffic hours*, the word *passed*, which is necessary to make the statement, is the simple predicate.

Kind of Word Used as Simple Predicate

The simple predicate, that is, the necessary word of the complete predicate, belongs to a class of words known as the verb. It is sometimes called the predicate verb.

A **Verb** is a word that asserts. *To assert* usually means to state; but it may also mean to ask or to command.

We searched the canyons all day long.

Searched is a verb that asserts by stating.

Who searched Wildcat Canyon?

Searched is a verb that asserts by asking.

Search the farther side of this canyon.

Search is a verb that asserts by commanding.

A verb asserts either action or being.

In grammar, *action* is used in a broad sense; it includes not only positive action, like the verbs *to search, to run, to write, to exercise,* but also mild or even negative action, like the verbs *to wait, to rest, to have, to sleep.*

Being is usually asserted by some form of the verb *to be;* such as *am, is, are, was, were.* A few other words like *to seem* and *to appear* are also classed as verbs of being.

The simple predicate is often one word asserting action or being.

He searched. *I slept.*
They were ill. *She seemed unhappy.*

The simple predicates, or verbs, are *searched, were, slept, seemed.*

Often the simple predicate is composed of two or more words forming a verb-phrase that asserts action or being.

He will search. *I had been sleeping.*
They have been ill. *She has always seemed unhappy.*
The boys ought to know the rules of the game.

The simple predicates, or verb-phrases, are *will search, have been, ought to know, had been sleeping, has seemed.*

A **Verb-phrase** is composed of a word that implies action or being + an auxiliary or auxiliaries.

An **Auxiliary** is a helper.

The verb-phrase *will search* is composed of *search*, a word implying action, + the auxiliary *will*. The verb-phrase *had been sleeping* is composed of *sleeping* + the auxiliaries *had* and *been*. The verb-phrase *have been* is composed of *been*, a word that implies being, + the auxiliary *have*. The verb-phrase *ought to know* is composed of *to know* + the auxiliary *ought*.

Knowing these auxiliaries will often be a help in determining the simple predicate: *may, can, must, will, shall, might, could, would, should, ought.*

Three other verbs, *be, have,* and *do,* in their different forms, are used sometimes as verbs, sometimes as auxiliaries.

1. *The boat is a small fishing schooner.*
2. *The boat is leaving the wharf.*

In the first sentence *is* is the verb; in the second sentence *is* is an auxiliary in the verb-phrase *is leaving.*

1. *That motor boat has a very noisy engine.*
2. *That motor boat has finally stopped at the pier.*

In the first sentence *has* is the verb; in the second sentence *has* is an auxiliary in the verb-phrase *has stopped.*

1. *The boatman does that quite skilfully.*
2. *The boatman does not return till dark.*

In the first sentence *does* is the verb; in the second sentence *does* is an auxiliary in the verb-phrase *does return.*

Instructions for Finding the Predicate

Read the sentence carefully till you are sure that you know its meaning. Look at once for any word that asserts action or for any form of the verb *be.* If you find a word that alone asserts action or being, that word is the simple predicate.

The fire on the hearth burns brightly.

The word *burns* asserts action; therefore it is the simple predicate.

If you do not find one word that alone asserts action or being, then look for any auxiliaries that may occur in the sentence.

If you find one auxiliary or more, look for the word implying action or being that, together with the auxiliary, forms the verb-phrase, or simple predicate.

Has the fire on the hearth been burning all night?

No one word asserts action or being. The sentence contains the auxiliaries *has* and *been*. *Burning*, a word implying action, together with the auxiliaries *has* and *been*, forms the verb-phrase *has been burning*. *Has been burning* is the simple predicate.

Can Mt. Washington be seen from Boston?

Can and *be* are the auxiliaries. *Seen*, implying action, together with the auxiliaries *can* and *be*, forms the verb-phrase *can be seen*. *Can be seen* is the simple predicate.

Questions

1. Define the necessary, or essential, parts of a sentence.
2. Of how many words may the complete predicate of a sentence be composed?
3. What is meant by the expression *simple predicate?*
4. How does the simple predicate of a declarative sentence assert?
5. How does the simple predicate of an interrogative sentence assert?
6. How does the simple predicate of an imperative sentence assert?
7. The simple predicate is always what kind of word?
8. What does a verb assert?
9. What does *assert* mean?
10. What is an auxiliary? Name the auxiliary verbs.
11. How is a verb-phrase composed?
12. What three verbs, in their various forms, are sometimes used as auxiliaries?
13. Name five forms of the verb *be* that are used either as simple predicates or as auxiliary verbs.

14. Does the verb *have* assert action or being? The verb *sit?*
15. Name five verbs of mild or negative action.
16. What are three common verbs of being?
17. What are the instructions for finding the simple predicate? Illustrate.

Exercise 3

Tell whether the sentences of the exercise are declarative, imperative, or interrogative. Give a reason for each statement.

Using the instructions given, select the simple predicate of each sentence. Give a reason for your choice. Tell whether the simple predicate is a verb or a verb-phrase.

Recite as follows:

Can Mt. Shasta be seen from San Francisco?

The sentence is interrogative because it asks a question.

The verb-phrase *can be seen* is the simple predicate because it makes the assertion.

1. I was walking through the woods after the storm.
2. A snow storm is gathering over the mountains.
3. Tell us about the fur industry.
4. A man from Alaska gave an interesting talk about his fox farming.
5. The most expensive fur on the market is that of the sea otter.
6. Where is the sea otter found?
7. A number of fox farms are established at Big Bear Lake in California.
8. The silver-tip fox has a black pelt.
9. A snow-white tip adorns the end of his brush.
10. Do you know the value of a silver-tip skin?
11. In the shops some of these furs are sold for several hundred dollars.
12. The foxes in captivity do not become tame.
13. After several generations of life in pens, the foxes have remained nervous and doubtful of man's attentions.
14. Their open-air pens have wire netting under the floor.

15. A high board fence usually protects the foxes from the rest of the world.
16. During most of the year, visitors are not allowed at the fox farms.
17. Usually a young fox will attain its full growth in six months.
18. Foxes romp in the snow like children at play.
19. You ought not to go inside the pens without the owner's permission.
20. At what season will visitors be allowed in the enclosure?
21. In the fall, the foxes are particularly fine in appearance.
22. Then they may be seen at their best.
23. The silver-tip fox has been greatly improved in many ways by the care of the fox farmers.
24. The fine black fur has been developed from wild stock.
25. Are black silver-tip foxes sometimes found in a wild state?
26. The silver-tip's wild relations do not possess his black complexion.
27. You ought to read about the development of this industry.
28. The wild fox family must have regarded the silver-tip's dark grandparents with considerable surprise.
29. These foxes had usually worn reddish-yellow fur.
30. Why should he be so very dark?

Exercise 4

Select the words that imply action or being. In the blank spaces supply auxiliaries that may be used with these words to form the predicates.

Name the verb-phrases thus formed.

1. Man _____ always _____ puzzled by unusual appearances among plants and animals.
2. What man _____ done the most interesting work in plant development?
3. The Burbank potato _____ long _____ cultivated for its superior qualities.
4. _____ you ever read of Burbank's patient years of experiment?
5. A single new variety of flower or fruit _____ often require years of painstaking care.

6. Burbank _____ sometimes criticized by newspapers and magazines.
7. For his many contributions to the garden and the table Burbank _____ often _____ praised.
8. He _____ called the "plant wizard."
9. What an interest he _____ create with his Shasta daisy and his spineless cactus!
10. _____ anyone in this class visited the experimental garden at Santa Rosa?
11. Burbank _____ not enjoy an appearance on the lecture platform.
12. A short time before Burbank's death, an interesting series of articles about his life and work _____ published.

THE SUBJECT

The **Subject** of a sentence is that part about which something is said.

The **Complete Subject** of a sentence may be one word or any number of words about which something is said.

Cars passed in seemingly endless numbers during the heavy traffic hours.

The complete subject is the one word *cars*, because alone it is the part of the sentence about which something is said.

Cars of every age and kind, in all conditions of repair and paint, passed during the heavy traffic hours.

The complete subject is *cars of every age and kind, in all conditions of repair and paint*, because it is the whole part of the sentence about which something is said.

The **Simple Subject** is one word or expression about which something is said. In the sentence given above, *cars* is the simple subject.

Kind of Word Used as Simple Subject

The simple subject is always a substantive; that is, a noun or pronoun, or an expression used as a noun.

A **Noun** is a name. *Cars* is a noun because it is a name.

A **Pronoun** is used instead of a noun. In the sentence *They passed in seemingly endless numbers,* the subject *they* is a pronoun because it is used instead of the noun *cars.*

The introductory word *there* is never the subject.

There were no cars on the street during the fire.

There merely introduces the sentence. The simple subject is the noun *cars.* Notice that the subject *cars* follows the verb *were.*

The word *there* when used merely to introduce, or to fill in, is called an expletive.

Instructions for Finding the Subject

Read the sentence carefully till you are sure that you know the meaning.

First find the simple predicate by following the instructions that have already been given.

Then ask yourself a question using *who* or *what* with the simple predicate.

The answer to the question will be the simple subject.

In the last half the ball was forced back to the twenty-yard line.

The simple predicate is *was forced.*

To the question *Who or what was forced* the answer is *ball.* The noun *ball* is the simple subject.

Subject of Declarative, Interrogative, and Imperative Sentences

In a declarative sentence, the subject is that about which the statement is made.

The yellow pine is very widely distributed throughout the United States.

The statement is made about *pine.*

In an interrogative sentence, the subject is the one to whom the question is put, or the person or thing about which it is asked.

What have you learned thus far?

The question is put to *you.*

How much does the earth weigh?

The question is asked about *earth.*

In an imperative sentence, the subject is the one commanded. The subject of most imperative sentences is *you,* either expressed or understood. In the old or poetic form, the subject is often *thou* or *ye.* The subject of the imperative sentence is usually omitted.

Close the door.

The command is given to *you, you* being understood.

Thou shalt not steal.

Thou is the subject of *shalt steal.*

Go ye into all the world.

Ye is the subject of *go.*

Usual Order in the Sentence

In the declarative sentence, the subject is usually near the beginning of the sentence and the predicate follows the subject.

In the interrogative sentence, the subject may come first, it may be in the middle of the sentence, it may come near the end, or it may be last.

Who received the Nobel prize for scientific achievement last year?

The subject *who* is first in the sentence.

What book did you take from the shelf?

The subject *you* is in the middle of the sentence.

Among so many competitors, what chance have we?

The subject *we* is last in the sentence.

Transposed Order

Transposed order means a changed arrangement. Any part of a sentence may be transposed; that is, any part of a

sentence may be changed from its usual position to another position for the sake of emphasis or variety.

Sometimes the parts of a declarative sentence are transposed and the subject is near the end.

USUAL ORDER. *The airplanes of the French flew above the clouds and out of range.*

TRANSPOSED ORDER. *Above the clouds and out of range flew the airplanes of the French.*

In each sentence *airplanes* is the subject of the verb *flew*. Notice the position of the subject in the two sentences.

The expletive *there* is often used to invert, or transpose, the parts of a declarative sentence.

USUAL ORDER. *By the last of October few quail will be left in this valley.*

TRANSPOSED ORDER. *By the last of October there will be few quail left in this valley.*

Notice the arrangement of subject *quail* and predicate *will be left* in the two sentences.

Questions

1. Review questions on page 13.
2. Of how many words may the complete subject be composed?
3. What is meant by the term *simple subject?*
4. The simple subject is what kind of word?
5. What is a noun? A pronoun?
6. What is the subject of most imperative sentences?
7. What is the usual order of the declarative sentence?
8. How may the introductory word *there* be used in a sentence? What is *there* called when it merely fills in?
9. What is the simple subject of the sentence *There were not very many visitors here today?*
10. What is meant by the transposed order of a sentence? Illustrate.
11. What are the instructions for finding the simple subject of a sentence?

ANALYSIS AND DIAGRAM

Analysis is the separation of the sentence into the parts that compose it. By analysis the use of the parts, or elements, of a sentence may be determined. In analyzing any sentence, first select the simple predicate; next, the simple subject. Then determine the use of other parts of the sentence.

The **Diagram** is a picture, or graph, showing the relation between the parts of a sentence. It may be called a pictured analysis. The diagram should be made in the order of analysis; that is, the predicate and the subject should be diagramed first.

There are different methods of diagraming, and any simple method that will give a quick, clear picture of word relations in the sentence may be used.

Diagram of Simple Subject and Simple Predicate

In the diagram, simple subject and predicate (verb) are always placed upon a horizontal line, which is the principal line of the diagram. The subject and the predicate are separated by a vertical line that cuts the principal line and extends far enough below to be seen at once as the chief dividing line; thus,

In the exercise that follows, the diagram may be used.

Exercise 5

Tell whether the sentences of the exercise are declarative, interrogative, or imperative. Select the subject and the predicate of each sentence. Use a definition as reason for each statement that you make.

Recite as follows:

Did you see the airplanes high overhead?

you | *did see*

This is an interrogative sentence because it asks a question. *Did see* is the simple predicate because it makes the assertion. *You* is the simple subject because it is the part about which something is asserted.

1. Books are wonderful friends.
2. What books have you enjoyed most?
3. In books lies the soul of the whole past.
4. Does the school library contain many books of adventure?
5. A re-creation of the past is possible through reading.
6. Books are schoolmasters without rods or rules.
7. The essence of civilization is preserved in books.
8. In difficult reading or study, summarize every paragraph.
9. Jot down significant phrases.
10. Often you must examine very carefully every line of your reading.
11. Have you ever read "The Gold Bug"?
12. It was one of the first mystery stories.
13. Poe wrote many other short stories besides "The Gold Bug."
14. Perhaps you would enjoy Poe's poetry also.
15. In "The Murders in the Rue Morgue," Poe wrote one of the earliest of the detective stories.
16. What kind of story do you prefer?
17. Poe's stories of mystery and horror should be read in the broad daylight.
18. His stories of horror will send cold chills over you.
19. Of the many American writers of the short story, Poe is one of the first.
20. About five centuries ago, William Caxton, the first English printer, used rude wooden types on his little press.
21. This was the first English printing press.
22. A "glorious and shining history" of King Arthur was printed by Caxton.

23. In the fifth century, King Arthur, a British chieftain, defended his people against the Saxon invaders.
24. In certain romances of the tenth century, the exploits of King Arthur form part of the story.
25. By the twelfth century, a cycle of French romances contained many stories about King Arthur and his knights.
26. The influence of the Arthurian romances upon courtesy, regard for women, and other ideals was very powerful.
27. Many later writers have found materials for poems and stories in Caxton's " glorious and shining history."
28. Have you read Mark Twain's " A Connecticut Yankee at King Arthur's Court "?
29. It is a favorite book with many people.
30. What did you find of interest in the book?

Exercise 6

Tell whether each sentence in the following exercise is declarative, interrogative, or exclamatory.

Name the subject and the predicate of each sentence.

The declarative sentences are in transposed order. Change them to the usual order. Retain the meaning but make any changes that are necessary for clearness. Name the arrangement that you consider to be the clearer or the more effective.

1. In this book quite ridiculous appear the customs of the days of knighthood.
2. There unexpectedly comes among the knights in armor a modern Yankee.
3. Very amusing indeed is the contrast between the Yankee's ideas and those of the knights.
4. There are many laughs among the pages of " A Connecticut Yankee at King Arthur's Court."
5. Do you know Mark Twain's real name?
6. From his experiences on a Mississippi river boat came this name for the author.
7. There is an expression, " Mark twain," called by the boatman for a two-fathom sounding of the river channel.
8. There have been other books written about the days of King Arthur.

9. During the same period, what English poet used some of the old romances?
10. In the days of Queen Victoria, there appeared Tennyson's delightful "Idylls of the King."
11. Are Tennyson's poems about King Arthur and his knights among your books?
12. From the "glorious and shining history" of King Arthur were drawn the stories for this group.
13. How the heroes of King Arthur's court did fight!
14. In the "Idylls of the King" there are retold twelve different romances.
15. Among these are stories of magic and enchantment.
16. Very fascinating indeed are the stories of the days of chivalry.
17. For the sad passing of Arthur and his knights there is always regret.
18. Is the story of Launcelot and Elaine a favorite with you?
19. What a hero Launcelot was in the eyes of almost everyone!
20. Has any other king besides Arthur been the subject of so many romances?

THE CLAUSE IN THE SENTENCE

A Clause is a sentence element that contains a subject and a predicate.

The clause may be complete in meaning or it may be incomplete, but it must have both subject and predicate.

Scott's expedition to the South Pole ended in disaster; Amundsen's expedition was successful.

This sentence consists of two clauses: *Scott's expedition to the South Pole ended in disaster* and *Amundsen's expedition was successful.* Each clause is a sentence element complete in meaning.

In the first clause the simple subject is *expedition,* and the simple predicate is *ended.* In the second clause the simple subject is *expedition,* and the simple predicate is *was.*

Although Scott's expedition to the South Pole ended in disaster, Amundsen's expedition was successful.

This sentence also consists of two clauses. The first clause, *Although Scott's expedition to the South Pole ended in disaster,* is incomplete in meaning, but it is a clause because it has both subject and predicate. The second clause, *Amundsen's expedition was successful,* is a sentence element complete in meaning. The two clauses, when joined, form a sentence.

Exercise 7

Each sentence in the exercise contains more than one clause. Point out the different clauses. Give the simple subject and the simple predicate of each clause.

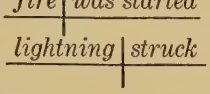
Instructions for Study

Consider the meaning of the sentence. In order to name the clauses, determine the thoughts, or ideas, that each sentence contains. Use instructions given in former lessons for selecting subject and predicate.

Diagram the simple subject and the simple predicate of each clause in the first twenty sentences.

Recite as follows:

The forest fire was started when lightning struck the tall pine.



The clauses are *the forest fire was started* and *when lightning struck the tall pine.*

The simple subject of the first clause is *fire;* the simple predicate, *was started.*

The simple subject of the second clause is *lightning;* the simple predicate, *struck.*

1. The storm began as we were leaving.
2. The wind blew and the rain fell in torrents.
3. The trees waved their wet branches as though they would sweep the ground with them.
4. Give the boy any book that he asks for.
5. What pupils were here when you came?
6. Do you know what schools are in the league?
7. All the games of the series have been played, but an additional game is scheduled between Park and Lincoln schools.
8. The band played and the crowd cheered as the players went to their places on the field.
9. The game will be played even if they withdraw from the league, but a new schedule must be made.
10. The paper was brought to the door by a boy whose father owns the largest publishing house in the state.
11. What assurance has anyone that another world war will not break out within the next quarter of a century?
12. Do you believe that Europe is really preparing for peace?
13. As long as nations have large standing armies and navies, war is in the air.
14. If the world really wishes lasting peace, it will come when nations have disbanded their armies and navies.

15. George Washington made a very triumphant entry into New York City when he was going there for his first inauguration.
16. He rode in a coach which was drawn by four horses with gay trimmings.
17. As the days went by, people often saw Washington in his canary-colored coach.
18. The coach was decorated with gilded nymphs and cupids, and it was drawn by four or six horses, while two outriders in livery, with powdered hair and hats with cockades, attended.
19. Washington usually drove white horses, and on the night before he drove them, a coat of white plaster was smeared over them.
20. The next morning the powder was rubbed off and their coats were polished till they shone like marble.
21. The horses' hoofs were blackened and polished, and in every way the equipage was very impressive.
22. The first president took the oath of office on the balcony of the old City Hall, which is still preserved in New York City.
23. The present site of the capital of the United States was chosen while Washington was president.
24. When the capitol was built, Washington, who went over from New York, laid the cornerstone.
25. The capitol at Washington was burned during the War of 1812, when the British took the city.
26. Robert Morris should be remembered because he raised a great deal of money for the Revolution.
27. To Alexander Hamilton America owes a debt of gratitude, for he established the credit of the new country.
28. Benjamin Franklin lived for nearly a decade in Paris, where he was greatly respected.
29. It was largely due to Franklin's effort that the French king finally helped the Americans.
30. Lafayette was not sent by the French king, but he came of his own accord.
31. He was one of a number of young nobles who became interested in the war for independence.

32. Lafayette admired Washington, whom in a letter he once called " both father and friend."
33. Lafayette took part in the French Revolution after he had returned from America, but he did not win any great distinction.
34. When the French Revolution had destroyed the Bastille, Lafayette sent the key to Washington.
35. With the key he sent a message in which he expressed his devotion to Washington.

Sentences That Are Composed of Clauses

Two or more sentences may be combined into one longer sentence having several clauses.

SIMPLE SENTENCE. *Michelangelo became a rich man as a result of his work.*

In this sentence the simple predicate is *became;* the simple subject is *Michelangelo.*

SIMPLE SENTENCE. *Being very temperate, he always lived like a poor man.*

In this sentence, the simple subject is *he;* the simple predicate is *lived.*

SENTENCE COMPOSED OF CLAUSES. *Michelangelo became a rich man as a result of his work; but, being very temperate, he always lived like a poor man.*

The two sentences have been combined into one sentence containing the two clauses *Michelangelo became a rich man as a result of his work* and *being very temperate, he always lived like a poor man.*

The subjects and predicates of the simple sentences have been retained as the subjects and predicates of the two clauses. In this sentence, the clauses are equally important; they are connected by the joining word, or conjunction, *but.*

The two simple sentences may be combined in a different way.

SENTENCE COMPOSED OF CLAUSES. *Being very temperate, Michelangelo, who became a rich man as a result of his work, always lived like a poor man.*

In this sentence, by the use of the connective *who* the clause *who became a rich man as a result of his work* is made less important in thought than the clause *being very temperate, Michelangelo always lived like a poor man.*

The simple subject and simple predicate of one clause is *Michelangelo lived.* The simple subject of the other clause is *who;* the simple predicate is *became.*

Study the two ways in which these three sentences may be combined into a longer sentence composed of three clauses.

A certain man once criticized Michelangelo's great painting.
Michelangelo was deeply offended by the man.
He painted the man into his picture in the midst of a troop of devils.

To join these three sentences by the conjunction *and* would merely add the three ideas, and the effect would not be pleasing.

The first sentence may be made less important in rank by using the pronoun *who;* thus,

Michelangelo was deeply offended by a certain man who once criticized his great painting, and so he painted the man into his picture in the midst of a troop of devils.

The second and third sentences are joined by the conjunction *and,* which gives them equal importance.

Notice that the simple predicates *criticized, was offended,* and *painted* are all retained. The subject of the predicate *criticized* is the pronoun *who,* which is used instead of the noun *man.*

Another way of combining the sentences, which gives a different emphasis to the thoughts, or ideas, is to make the first two of equal importance, and to make the third less important by using the connective *that* to introduce it:

A certain man once criticized Michelangelo's great painting, and the artist was so deeply offended that he painted the man into his picture in the midst of a troop of devils.

Instructions for Combining Sentences

Select the simple predicate and the simple subject of each sentence. Retain the predicates as predicates of the clauses. Retain the subject nouns, or use pronouns that mean the same person or thing, for the simple subjects of the clauses.

If the sentences are equally important in thought, join them without change by using one of these four conjunctions:

and, which merely adds the ideas, or thoughts
but, which contrasts the ideas, or thoughts
or or *nor*, which gives choice between the ideas

If one of the sentences is to be made less important in thought than the other, use one of the pronouns *who*, *which*, or *that*, or a connective like *when*, *while*, *where*, *after*, *because*, or *though* to introduce the less important clause.

Retain the meaning of the original sentences, but try to write a longer sentence that is both clear and smooth in construction.

Exercise 8

Using the instructions given, combine each group of short sentences into one sentence containing two or more clauses. Draw one line under each simple subject, two lines under each simple predicate.

1. 1475 was the birth year of Michelangelo.
   Michelangelo was one of the greatest artists of all time.

2. Michelangelo lived a long, busy life of ninety years.
   He produced an amazing number of statues and paintings.

3. The beautiful old city of Florence was Michelangelo's early home.
   This city now owns much of his work.

4. One of his best known carvings is a colossal statue of David, the shepherd boy.
   Michelangelo made this statue from a single block of marble.

5. This statue stood for three centuries in the open air at the entrance to one of the palaces in Florence.
   Now it is housed in the Academy.

6. Michelangelo carved a gigantic figure of another Bible hero, Moses.
   This figure is part of the decoration on the tomb of one of the popes in Rome.

7. Fortunately for Italy, these statues are very large.
   They could not easily be carried off by pillaging armies.

8. Michelangelo's most famous painting is in Rome.
   It covers the walls and ceiling of the Sistine Chapel.

9. The Pope greatly admired Michelangelo's work.
   The Pope wanted Michelangelo to decorate the Sistine Chapel.
   He sent to Florence for the artist.

10. Michelangelo lay uncomfortably on a wooden framework.
    He painted diligently at his wonderful pictures.
    The visitor does not view them from a similar position.

11. The painting of the ceiling is especially marvelous.
    It looks right to persons from the floor.

12. Michelangelo was a vigorous, energetic man.
    His work shows great force.

13. Michelangelo was given several assistants for the work in the Sistine Chapel.
    He became angry with these assistants.
    He dismissed them all.

14. After that he would have no assistants.
    For four and a half years he painted away alone at his famous ceiling.

15. Michelangelo wrote poetry also.
In one of his short poems he speaks of his work on the ceiling.

16. He had bent over for a long time at his painting.
He would always be arched like a bow.

17. In his poems he wrote about his art.
His art was the one great interest throughout his life.

18. Michelangelo later lived in Rome.
There he became one of the architects for the great church of St. Peter.

19. Michelangelo designed the famous cupola.
This cupola stands high above the city.
It can be seen from many parts of Rome.

20. Michelangelo was poet, painter, sculptor, and architect.
Most men succeed only in one kind of work.

THE PHRASE IN THE SENTENCE

A **Phrase** is a group of related words not having a subject and a predicate.

The meaning of some phrases can be expressed by one word; other phrases cannot be changed to a single word.

The old clock belonging to Gretchen stands in the dining room.

The phrase *belonging to Gretchen* can be changed to the one word, *Gretchen's;* the other phrase, *in the dining room,* cannot be changed to one word.

Gretchen's old clock stands in the dining room.

Sometimes it is better to use the phrase; sometimes the single word gives a more pleasing turn to the sentence.

Exercise 9

Write the sentences, changing to a single word each italicized phrase that can be so changed.

Note whether the sentence is improved by the change that you make.

Instructions for Study

Use any word that retains the meaning of the phrase.

Place this word so that the meaning of the sentence is clear.

If the single word expresses ownership, use the apostrophe (') or the apostrophe and *s* (*'s*).

Recite as follows:

Gretchen's old clock stands in the dining room.

The phrase *in the dining room* cannot be changed to one word.

The phrase *belonging to Gretchen* is changed to the one word *Gretchen's.*

1. Adventurers *from Spain* landed *in Mexico.*
2. These soldiers *of Cortez* were few *in numbers.*
3. The Spaniards were men *without fear.*

4. Montezuma was the king *of the Indians.*
5. The Aztec Indians *in great anxiety* watched the movements *of the strangers.*
6. Messengers *from the king* went to meet the Spaniards.
7. The Spaniards were told they could not enter the city *of Montezuma.*
8. *From his storehouses* Montezuma sent gifts *of value.*
9. The gifts *of the king* made the Spaniards more anxious to reach his city.
10. The Indians gathered *in great numbers* to stop the advance *of the strangers.*
11. The gunpowder *of their assailants* piled up the dead, and *for a time* broke the ranks *of the Indians.*
12. *By stubborn effort* the Indians held the approach to the capital *of Montezuma.*
13. *At last,* however, the city was captured by the Spaniards and Montezuma was made a prisoner.
14. The palace *of Montezuma* was looted, and the young son *of the king* was taken prisoner.
15. The Spaniards, who were *without mercy,* destroyed the civilization *of the Aztecs* in their eagerness for wealth.

Exercise 10

Change the italicized words in the following sentences to phrases.

Instructions for Study

Keep in mind that a phrase is composed of at least two words, but that it does not have a subject and predicate.

Use any phrase that retains the meaning of the word.

Consult the dictionary if you do not know the meaning of the word.

Place the phrase so that the meaning of the sentence is clear.

Try different phrases to see how many may be used.

The lion moved away deliberately.
The lion moved away in a deliberate manner.
The lion moved away at a deliberate pace.

The word *deliberately* may be changed to the phrase *in a deliberate manner* or *at a deliberate pace.*

Comment on whether the sentence is improved by the change that you make.

1. *Uneducated* men often must fill *unimportant* positions.
2. He can *easily* go hand over hand up that rope.
3. The boys dived *immediately* into the water.
4. Their disappearance was *temporary*, but it seemed as if it were *permanent.*
5. The horse jumped *sidewise.*
6. They laid their plans *carefully.*
7. The *prairie* Indians fled from the strange creature, the horse.
8. The *settlers'* small cannon was suddenly fired into the ice-covered thicket.
9. Israel Putnam *vigorously* announced his plan.
10. *Alone* he would enter the *wolf's* hiding-place.
11. *Fearfully* his neighbors waited outside the *cave's* narrow opening.
12. *Putnam's* signal, a jerk of the rope, came *presently.*
13. The neighbors *hastily* hauled Putnam out.
14. Putnam took his musket and a candle and *fearlessly* re-entered the dark cave.
15. The *wolf's* growling told Putnam she was in the farthest corner.
16. Putnam lighted the candle, aimed, fired, and *instantly* jerked the rope.
17. When he was dragged from the cave, Putnam's clothing was torn to shreds and he was bruised *severely*, but he went back the third time for the wolf.
18. The wolf was dead, and Putnam dragged her forth *triumphantly.*
19. The *wolf's* record as a sheep-killer was long.
20. Putnam received his *neighbors'* praises.

SUMMARY OF DEFINITIONS

A **Sentence** is a word or group of words expressing a complete thought.

Sentences are classified according to meaning as declarative, interrogative, imperative, or exclamatory.

A **Declarative Sentence** states or declares.

An **Interrogative Sentence** asks a question.

An **Imperative Sentence** commands or requests.

An **Exclamatory Sentence** expresses sudden or strong emotion.

The **Necessary Parts** of a sentence are the subject and the predicate.

The **Subject** of a sentence is the part about which the assertion is made.

The **Predicate** of a sentence makes the assertion.

Transposed Order means changed arrangement.

A **Clause** is a sentence element containing a subject and a predicate.

A **Phrase** is a group of related words not containing a subject and a predicate.

An **Auxiliary** is a helping word.

The auxiliaries are *may, can, must, will, shall, might, could, would, should, ought,* and sometimes the various forms of *do, be,* and *have.*

Analysis is the separation of the sentence into the parts that compose it.

A **Diagram** is a picture, or graph, showing the use of the words in a sentence.

CLASSES OF WORDS

WORDS THAT NAME · WORDS USED IN ASSERTION · WORDS THAT MODIFY · WORDS THAT CONNECT · WORDS USED FOR EXPRESSIVENESS

Every word that occurs in speech or in writing is classified according to its use as one of the eight **Parts of Speech.**

Few words are at all times the same part of speech; that is, a word which is a noun in one sentence may be a verb in another sentence and still some other part of speech in another sentence. The use of a word determines the class to which it belongs.

WORDS THAT NAME: SUBSTANTIVES

A **Substantive** is any word or group of words that is used as a noun.

The teacher brought many books and magazines.

The substantives *teacher*, *books*, and *magazines* are nouns.

She distributed them among the members of the class.

The substantives *she* and *them* are pronouns.

Substantives are generally either nouns or pronouns; but gerunds, infinitives, and other words or groups of words are often used substantively.

THE NOUN

A **Noun** is a name.

The noun may be the name of anything; for example,

Names of persons: *boy, Cyrus W. Field, king*
Names of animals: *lion, Jocko, mouse*
Names of things: *pencil, cloud, day, system*

Names of traits or characteristics: *simplicity, kindness*
Names of conditions or states: *sickness, health, poverty*
Names of qualities: *sweetness, purity, strength*
Names of actions: *running, choosing, believing*

Names of actions, like *running, choosing, believing,* are also called gerunds.

A **Gerund** is a noun verbal ending in *ing.*

The expression *noun verbal* is often turned about; either expression, *verbal noun* or *noun verbal,* may be used.

The gerund is derived from the verb, but it is used like a noun; that is, the gerund combines the meaning of a verb and the use of a noun.

The boy's running left him breathless.

Running is a gerund, or noun verbal. It is derived from the verb *run* and is used as the name of an action.

We hardly understood his being in the contest.

Being is a gerund, or noun verbal. It is derived from the verb *be* and is used as a noun.

Seeing is believing.

Seeing and *believing* are gerunds. They are derived from the verbs *see* and *believe* and are used as names of actions.

Common and Proper Nouns

A **Common Noun** is a class name. It is the name used for any person or thing of a group or class; as, *man, speed, book.*

A **Proper Noun** is a special name. It is the name used for a particular person or thing; as, *Brutus, Yellowstone Park, Parthenon.*

A proper noun is always written with a capital letter to distinguish it; thus, *Mary, President Jackson.*

Words That Point Out Nouns

If the words *a, an,* and *the* are in a sentence, they belong with nouns. If you are uncertain whether a word is a noun,

the meaning given to it by placing *a*, *an*, or *the* before it will usually help you to decide.

From a great distance I heard low rumblings; presently the sky was shot with streaks of brilliance as tongues of flame burst from the crater of the volcano.

The nouns are **a** *distance*, **the** *rumblings*, **the** *sky*, **the** *streaks*, **a** *brilliance*, **the** *tongues*, **a** *flame*, **the** *crater*, **the** *volcano*.

Questions

1. Of what may nouns be names?
2. What is meant by *characteristic?* By *trait?* Consult a dictionary.
3. In what syllables do names of characteristics, qualities, traits, or conditions often end?
4. Give three nouns that name conditions of a room. Use the nouns in sentences.
5. Give three characteristics or traits of tigers; of persons; of trees.
6. What are three qualities of silk? Of stone? Of ink?
7. What is a gerund?
8. From what is the gerund derived? What does *derived* mean? Consult a dictionary.
9. The gerund shares the nature of what two parts of speech?
10. In the sentence *Your going spoils our plans*, why is *going* a gerund?
11. In the sentence *We are going today*, is *going* a gerund or part of the simple predicate? Why?
12. What syllable is always used in forming the gerund? Give sentences using gerunds formed from the verbs *sing*, *be*, *swim*, *drive*.
13. Name three words that point out nouns.
14. What is the distinction between common and proper nouns? In writing, how is a proper noun distinguished from a common noun?
15. How many parts of speech are there? How do you determine what part of speech a given word is?

Exercise 11

Select all nouns, including gerunds, in the following sentences. Tell whether the noun is common or proper, and why.

Instructions for Study

Consider each word in the exercise; otherwise you will overlook some of the nouns. In the first sentence, for example, there are ten nouns. Have you found that number?

Recite as follows, using definition as a reason:

A long low wail came from the dark forest.

Wail is a common noun, because it is a class name.

1. Thoreau, a friend of Emerson and the teacher of his children, lived in Concord, a small town in Massachusetts, in the first half of the nineteenth century.
2. Thoreau lived in the utmost simplicity and cheerfulness for two years on the edge of Walden Pond in a shack that he built for himself.
3. Through the openings in its sides he watched the daily affairs of the wild creatures that came to the shores of the pond.
4. The encyclopedia tells us that Thoreau knew the birds, beasts, and fishes with extraordinary intimacy; birds came at his call and forgot their fear of man; beasts lipped and caressed him; the very fish in lake and stream would glide, unfearful, between his hands.
5. He kept a journal in which he wrote his observations of the life of the woods about him, and later he published this very interesting collection of outdoor sketches under the title, "Walden."
6. Though Thoreau was a lecturer and author, it was the labor of his hands which mainly supported him; professionally he was a surveyor; later he followed his father's trade, the making of lead pencils.
7. In reducing the practice of economy to a fine art, Thoreau arrived at the conviction that the less labor a man does,

over and above the actual demands of necessity, the better system it is for him and for the community; he would have reversed the order of the week — six days of rest and one of labor.

8. He believed this arrangement would give man greater opportunity for observation and thought.
9. Thoreau disapproved of the war with Mexico and refused to pay to the government those taxes which were for the support of the war.
10. When Thoreau went to jail for refusing to pay his taxes, his friends tried to point out the folly of his action.
11. In writing of his imprisonment, Thoreau tells us that as he looked at the walls of solid stone, the door of wood and iron, and the iron grating which strained the light, he was struck with the foolishness of that institution which locked him up as if he were mere flesh and blood and bones.
12. "If there was a stone wall between me and my townsmen," he said, "there was a still more difficult one to climb or break through before they could be as free as I was."
13. Thoreau smiled to think how industriously his townsmen had locked the door upon his meditations; for, as he said, his meditations could follow them out without let or hindrance, and his thoughts were really all that was dangerous.
14. Thoreau speaks of his "yearning toward all wildness," and it was doubtless this yearning in his nature which gave Thoreau his sympathy with the Indians; the very thought of the Indians' superior knowledge of the wilderness gave him pleasure, or filled him with envy.
15. Thoreau's view of life is given in these words: "If the day and the night are such that you greet them with joy, and life emits a fragrance, like flowers and sweet-scented herbs — that is your success."
16. In the following original statement Thoreau gives his idea of the duty of every citizen: "The fate of the country does not depend on what kind of paper you drop into the ballot-box, but on what kind of man you drop from your room into the street every morning."

Exercise 12

Use the words given below as nouns in sentences of your own construction. Remember that words like *running* and *choosing* must be names of actions in order to be verbal nouns, or gerunds.

Write sentences using twenty of the words. Underline the words.

Instructions for Study

In order to get the meaning of a word as a noun, say it with *a, an,* or *the* before it, or with a pronoun like *his* or *her* before it; thus, *the* blame, *his* mind.

haste	awe	usefulness	reciting
courage	enjoyment	walking	importance
driving	length	place	sweep
giving	times	exit	plan
quiet	kindling	fear	record
hunting	height	act	life
hint	slowness	blue	future
flavor	trying	conscience	happiness
blame	honor	temper	use
retreat	mind	interest	character

Declension of the Noun

Nouns change form because of meaning and of use in the sentence.

Declension is the systematic arrangement of the different number and case forms of a noun or a pronoun.

The **Number** of a noun shows whether one or more than one is meant. There are two numbers.

Singular Number denotes one.

Plural Number denotes more than one.

The number of the noun is usually shown by the form of the noun or by the meaning of the sentence.

SINGULAR NUMBER. *box, man, child*
PLURAL NUMBER. *boxes, men, children*

That sheep has a black face.

The noun *sheep* is in the singular number because in this sentence it means one.

The sheep were driven to pasture.

The noun *sheep* is in the plural number because in this sentence it means more than one.

The **Case** of a noun is determined by the use of the noun in the sentence. There are three cases:

The **Nominative Case**, used for the subject

The **Objective Case**, used for the object

The **Possessive Case**, used to show ownership

In the nominative and the objective case, the same form of the noun is used.

The possessive case of the noun has special forms.

The possessive case of nouns is formed

1. By adding the apostrophe and *s* if the noun does not end in *s*

man's, boy's, lady's, mouse's, men's, children's

2. By adding the apostrophe only if the noun ends in *s*

boys', ladies', Demosthenes'

Certain nouns ending in *s* may add the apostrophe and *s*.

Mr. Ross's, Mr. Jones's

Nouns are declined as follows:

	Singular	Plural
Nom.	woman	women
Poss.	woman's	women's
Obj.	woman	women

	Singular	Plural
Nom.	baby	babies
Poss.	baby's	babies'
Obj.	baby	babies

	Singular
Nom.	Dickens
Poss.	Dickens' or Dickens's
Obj.	Dickens

	Singular	Plural
Nom.	brother	brothers
Poss.	brother's	brothers'
Obj.	brother	brothers

In a few familiar expressions, close relationship other than possession is expressed by the possessive case.

the day's work *a stone's throw*

It is usually better to express close relationship, especially in the case of inanimate things, by the preposition *of* and an object.

UNDESIRABLE.	*the city's mayor*	*the table's leg*
BETTER.	*the mayor of the city*	*the leg of the table*

A substantive spelled with the apostrophe and *s* is not always a possessive form. The apostrophe may also be used to indicate the omission of a letter or letters when a word has been shortened, or when two words have been telescoped into one.

The car's at the door means *The car is at the door.*
It's mine means *It is mine.*

Questions

1. What is meant by the number of a noun?
2. What does singular number mean? Plural number?
3. In what two ways is the number of a noun determined?
4. What is the number of these nouns: *women, deer, books, knowledge, purity, contents?*
5. How is the case of a noun determined?
6. In what way do nouns ending in *s* form the possessive? Nouns not ending in *s*?
7. In the sentence *John's not at home*, what does the apostrophe indicate?

Exercise 13

1. Give the declension, both singular and plural, of *child, boy, lady, princess.* Refer to a dictionary if you do not know the plural forms.
2. Write sentences using the singular and the plural possessive forms of the nouns *sister, man, person, thief, prince.*
3. Write sentences using a possessive form of *Burns, Mr. Davis, Miss Rhodes, Princess Alice, Francis.*

THE PRONOUN

A **Pronoun** is a word used instead of a noun.

The **Antecedent** of a pronoun is the substantive for which the pronoun stands.

Mendelssohn was seventeen when he composed his beautiful music for "A Midsummer Night's Dream."

He and *his* are pronouns used instead of the name *Mendelssohn.*

Mendelssohn is the antecedent of the pronouns *he* and *his.*

Sometimes the antecedent appears in the sentence; sometimes it is understood. Some pronouns have no definite antecedent. The antecedent of a pronoun may be a noun, another pronoun, or a group of words.

We enjoy the music of modern composers.

The pronoun *we* has no antecedent expressed; that is, the nouns for which it stands are not given.

Everyone should learn to listen to music when he has an opportunity.

The pronoun *everyone* has no antecedent; that is, it does not refer to any particular person. The antecedent of the pronoun *he* is the pronoun *everyone.*

" Don't give up the ship." Those were his last words.

The pronoun *those* stands for the sentence *Don't give up the ship.* The sentence is the antecedent of the pronoun *those.*

The classes of pronouns are: personal, relative, interrogative, demonstrative, and indefinite.

Personal Pronoun

A **Personal Pronoun** distinguishes the person speaking, the person spoken to, or the person or thing spoken about.

The **Person** of a noun or pronoun is the property that denotes whether the person speaking, the person spoken to, or the person or thing spoken about is meant. There are three persons:

The **First Person** denotes the person speaking.
The **Second Person** denotes the person spoken to.
The **Third Person** denotes the person or thing spoken about.
The personal pronouns are:

	Singular	Plural
First person	I	we
Second person	you *or* thou	you *or* ye
Third person	he, she, *and* it	they

and their various forms.

Questions

1. What is a pronoun?
2. What is the antecedent of a pronoun? Does every pronoun have an antecedent?
3. What is meant by the person of a noun or pronoun?
4. What is denoted by each person?
5. What is a personal pronoun?
6. Name the personal pronouns in both the singular and the plural numbers.
7. What is the pronoun of the first person?
8. What are the pronouns of the second person?
9. What are the pronouns of the third person?

Exercise 14

Supply a personal pronoun in each blank space of the exercise.

Give the person and number of each pronoun supplied. Name the antecedent of the pronoun if it is expressed.

1. Mozart was a remarkable child; _____ began _____ work in music during babyhood.
2. A fellow artist said of Mozart, "_____ is not only the greatest, _____ is the only musician in the world."
3. Do _____ know Mozart's compositions?
4. When _____ was three years old, little Wolfgang Mozart showed evidences of great genius.
5. The child was taught to play on the harpsichord, and at four _____ began composing.

6. When _____ was six years of age, Mozart composed _____ first published work.
7. When little Wolfgang was seven, the Mozart family visited Paris; then _____ went on to London where _____ played the violin and the organ to admiring audiences.
8. Mozart's genius was not a mere brilliant flash; _____ increased as _____ grew older.
9. In Mozart's day the aristocracy maintained the orchestras, and _____ invited guests to the concerts.
10. Though Mozart's compositions won great admiration, _____ did not win a permanent appointment for the composer.
11. _____ have read that the latter days of Mozart's life were sad.
12. _____ died in poverty and was buried in a pauper's grave.
13. _____ have several records of Mozart's compositions.
14. _____ are very beautiful records.
15. Mother says that _____ especially enjoys the eighteenth century compositions.
16. Jazz music pleases young people, for _____ has a stirring rhythm.
17. _____ always seem enlivened by the moan of a saxophone.
18. _____ will be pleased with a banjo if _____ hear _____ well played.
19. _____ listen to the radio now in place of the phonograph because _____ gives _____ greater variety in entertainment.
20. _____ should like to hear a Mozart program; _____ would be an interesting change.

Declension of the Personal Pronouns

The personal pronoun changes in form because of meaning and of use in the sentence.

FIRST PERSON

	Singular	Plural
Nom.	I	we
Poss.	my, mine	our, ours
Obj.	me	us

SECOND PERSON

	(Common form)		(Poetic form)	
	Singular	Plural	Singular	Plural
Nom.	you	you	thou	ye
Poss.	your, yours	your, yours	thy, thine	your, yours
Obj.	you	you	thee	you

THIRD PERSON

	Singular			Plural
	Masculine	Feminine	Neuter	All Genders
Nom.	he	she	it	they
Poss.	his	her, hers	its	their, theirs
Obj.	him	her	it	them

Note the following rule:

The possessive form of the personal pronoun should never be spelled with an apostrophe.

When the possessive form of the personal pronoun is used to modify another substantive, it is often called a possessive adjective or pronominal adjective.

Questions

1. Why do nouns and pronouns change form?
2. What three forms may a pronoun have because of use?
3. What is the rule for spelling the possessive form of the personal pronoun?
4. What is the objective case form of each of the personal pronouns?

Exercise 15

1. Write the declension of each of the personal pronouns.
2. In sentences of your own construction, use the following pronouns:

a. First person, singular number, objective case
b. Third person, plural number, possessive case
c. First person, plural number, nominative case
d. Second person, possessive case, common form
e. Third person, singular number, objective case

Exercise 16

Select the personal pronouns and give antecedent, person, number, and case of each.

1. Ludwig van Beethoven is classed with the great German composers, but the " van " in his name indicates his descent from a family in the Netherlands.
2. Like Mozart, Beethoven early showed indications of his great talent, though, unlike Mozart, he was not a child wonder.
3. Ludwig's father was a musician, and he very early gave his child lessons on the violin and the clavier.
4. We are told that it was not all play for little Ludwig.
5. We are given a picture of the youngster in sad tears over his music lessons.
6. When Ludwig was eleven, his father, anxious to profit by his young son, took him on a concert tour.
7. To make the child's performance seem remarkable, Ludwig's father represented him to be two years younger than he really was.
8. Little Ludwig is said to have composed his first cantata in this same year and to have played this composition during his concert programs.
9. When Mozart heard young Beethoven improvise in Vienna, he exclaimed, " Keep your eyes on him! He will give the world something to talk about! "
10. Vienna at that time was the world's musical center because of the interest taken in music by its aristocratic circles.
11. Beethoven had many eccentricities, but they did not occasion difficulty between him and his wealthy patrons.
12. His greatness was recognized by them even when he would not submit to artificial rules of etiquette.
13. At a concert one day, when a young man talked loudly during his playing, Beethoven suddenly stopped and exclaimed, " I play no longer for such hogs."
14. His attitude toward wealth is illustrated by Beethoven's once returning his brother's card on which was printed " Johann van Beethoven, land proprietor," after he had

written on the back, "Ludwig van Beethoven, brain proprietor."

15. His beautiful music, which is highly emotional, was thought to disregard rules, and Beethoven was like his music, or rather, it was like him.
16. The chief cause of his irritability was a growing difficulty in hearing, which resulted in complete deafness.
17. Twenty-five years before his death, Beethoven wrote, "O ye who consider me to be hostile or obstinate, what injustice ye do me!
18. "Ye know not the secret causes of that which wears such an appearance."
19. He spoke of his growing deafness, which made him shun people, as he did not wish to say constantly, "Speak louder, for I am deaf."
20. Nature appealed deeply to Beethoven, and he spent his summers under its influence in the regions near Vienna.
21. Beethoven's love of the country appears in his "Pastoral Symphony," in which he illustrates a scene at a brook, the merrymaking of peasants, the songs of birds, and a thunderstorm.
22. A sketch book was always in his pocket for ideas as they came.
23. "There is hardly a bar of his music," says his biographer, "which has not been rewritten a dozen times."
24. We read with satisfaction that poverty was not added to the other difficulties of the great musician's life; his music paid him very well.
25. When Beethoven died, the people of Vienna realized their loss, and many thousand persons attended his funeral.

Relative Pronoun

A **Relative Pronoun** introduces a clause, which it usually joins to its antecedent.

A sentence containing a relative pronoun has at least two clauses, the relative pronoun being in one and its antecedent in the other.

The man whom you saw is my father.

Whom is a relative pronoun introducing the clause *whom you saw.*

The antecedent of the relative pronoun *whom* is the noun *man,* to which the clause is joined.

The chief relative pronouns are *who, which, that,* and *what.*

Who is used in speaking of persons.

The man who came is my father.

Which is used in speaking of animals and things.

The book which you brought is lost.

That is used in speaking of either persons or things.

The player that made the run won the game.
The violin that he used is priceless.

What is used without an expressed antecedent.

He could not find what he wanted.
I have what I need.

The relative pronoun *who* is declined as follows:

	Singular	Plural
Nom.	who	who
Poss.	whose	whose
Obj.	whom	whom

The other relatives do not change form.

The possessive *whose* may be used of any object that has life.

For objects without life the phrase *of which* is commonly used to denote possession.

The relatives *whose, which,* and *what* often modify substantives. They are then called adjective pronouns or pronominal adjectives.

Questions

1. What is the difference between a personal pronoun and a relative pronoun?
2. Why do pronouns change form?

3. What are the three cases of the pronoun *who?*
4. What do you know about the position of a relative pronoun and of its antecedent? About the sentence that contains a relative pronoun?

Exercise 17

Select all the relative pronouns and their antecedents. Name the simple subject and the simple predicate of each clause.

Recite as follows:

The man whom we met is my brother.

The clauses are *The man is my brother* and *whom we met.*

The relative pronoun is *whom.* Its antecedent is the noun *man.*

The simple subject of the first clause is the noun *man;* the simple predicate is the verb *is.*

The simple subject of the second clause is the pronoun *we;* the simple predicate is the verb *met.*

1. The Roosevelt brothers, who are the sons of the former President, went on a hunting trip to the Pamir Plateau in Central Asia.
2. They collected specimens of animals for the Field Museum, which is in Chicago.
3. The Pamir Plateau, which is called the " roof of the world," averages 13,000 feet in altitude.
4. The hunters forded mountain streams which were ice cold.
5. They sometimes waded through snow which was up to their waists.
6. At night they settled around sickly fires which gave little heat because of the altitude.
7. The food that they prepared was cooked with great difficulty.
8. On trails that were very steep, they hacked steps in the ice for their pack-trains.
9. At an altitude of 17,000 feet, the men followed after mountain sheep across a snow field in which sometimes they wallowed to their armpits.

10. Ted, who fell on a snow slide, overheard the comments of his guides.
11. The guides had lost four friends, who were killed by snow slides.
12. The hunter whose love of adventure had taken him to such a place would not be discouraged by the talk of his guides.
13. This hunter, whom they were watching, was not afraid.
14. They struggled on after the sheep, which were then eight hundred yards ahead.
15. At last the distance which lay between the struggling hunters and their game was only four hundred yards.
16. Bang! The sheep at which the men fired went calmly on over the mountain.
17. The great sheep, which seemingly had not been hit, was found dead the next day.
18. It was the first of many rare animals that were killed during the trip.
19. This kind of sheep was described long ago by Marco Polo, whose adventures in the Orient are interesting reading.
20. Marco Polo, whom the Chinese greatly honored, lived in the thirteenth century.
21. Marco Polo tells of a wild sheep of great size, whose horns were four feet in length.
22. From these horns the shepherds made huge bowls from which they ate.
23. The sheep whose capture caused the Roosevelts such great exertion is sometimes called Marco Polo's sheep.
24. Kermit Roosevelt, who told the reporters about the trip, pronounced it all great fun.
25. Kermit and his father, ex-President Roosevelt, who collected many specimens of game in Africa, had thrilling experiences during their hunt.

Interrogative Pronoun

An **Interrogative Pronoun** asks a question.

The interrogative pronouns are *who*, *which*, and *what*.

Who has taken the book?
Which will you have?
What did he say?

The interrogative pronoun *who* is declined like the relative pronoun *who*.

The interrogatives *whose, which,* and *what* often modify substantives. They are then called adjective pronouns or pronominal adjectives.

To tell whether the pronoun *who, which,* or *what* is interrogative or relative, remember that the interrogative pronoun asks a question, whereas the relative pronoun joins a clause to its antecedent.

Exercise 18

Tell whether each italicized word is a relative pronoun, an interrogative pronoun, or an adjective pronoun. Use definitions as reasons for your statements.

Recite as follows:

Who has my book which is lost?

Who is an interrogative pronoun because it asks a question.

Which is a relative pronoun because it joins the clause *which is lost* to its antecedent *book*.

1. *Whom* do we play next week?
2. I can't see the player *whom* the coach has penalized.
3. He is the man *who* left the field first.
4. *Whom* did he take the ball from?
5. *Who* will the next captain be?
6. Do you like the man *whom* they have hired?
7. *Whose* place is not yet filled?
8. *Who* will take the place *which* was left open last week?
9. From *whom* did you get your fire permit?
10. There is no one to *whom* he can turn.
11. The men *whom* we met are clearing away the underbrush for the new camp site.
12. *Whose* books have you?
13. *Who* will be the next player?
14. *Whom* have the people chosen?
15. Can you see the man *who* is riding the last horse?
16. Is there anyone here *who* can drive this car for us?
17. A man *whom* we can send for lives near here.

18. *Whose* car was sold last week?
19. *Which* is the dealer *who* sold it to you?
20. *Whose* machine was the one *which* I drove?
21. The persons *who* called at the house are agents for a new motor.
22. *Whom* shall we invite for the opening day?
23. Many friends *whom* we invite will not appear.
24. *Whom* did they send for?
25. Was it he *whom* they sent for?

Demonstrative Pronoun

A **Demonstrative Pronoun** points out a particular person or thing.

The common demonstrative pronouns are *this, that,* and their plural forms, *these* and *those.*

These words are pronouns only if they are used instead of names.

This is my book.
You may have those.

This and *those* are demonstrative pronouns because they are used in place of names.

Indefinite Pronoun

An **Indefinite Pronoun** has no special antecedent. It does not refer to any particular person or thing.

There are many indefinite pronouns, of which the most common are *each, one, either, neither, everyone, anyone, some, any, all, none, anybody, everybody, somebody, few, many, both, other, another.*

It should be remembered that *each, everyone, everybody, either, neither, anybody,* and *somebody* are always in the singular number.

Is either of the boys at home?
Everyone has brought his program.

Either and *everyone* do not have any special antecedent; they are indefinite pronouns.

Most indefinite pronouns are not declined. Some of them have a possessive case formed, like the possessive case of nouns, with the apostrophe and *s*; for example, *everybody's, someone's.*

Questions

1. Distinguish between demonstrative and indefinite pronouns.
2. Name the common demonstrative pronouns.
3. Name seven indefinite pronouns that are always in the singular number. Name as many other indefinite pronouns as you can.
4. Why is it wrong to write *Who's book is this? It is her's?*
5. In the sentence *That is she,* why is *that* a demonstrative pronoun?
6. In the sentence *The girl that sat here has left,* why is *that* a relative pronoun?
7. In the sentence *It's a difficult lesson,* why is the apostrophe used?
8. Why is it correct to use the apostrophe in the sentence *Who's at the door?*
9. What are the rules for forming the possessive case of nouns?
10. In the sentence *Someone's book is on my desk,* is the apostrophe correctly used?

Exercise 19

Select the indefinite and the demonstrative pronouns in these sentences. Give reasons for your classification.

Recite as follows:

Will anyone take these?

Anyone is an indefinite pronoun. It has no special antecedent. *These* is a demonstrative pronoun because it points out. The antecedent of *these* is not given.

1. Is either of the boys at home?
2. When he had examined the books, he said, "This I will take; those you may have."
3. Has everyone in the class his pen?

4. All stood at attention as the flag rose.
5. The second seat was not reserved for anyone.
6. Shall I leave this for the next one?
7. Each of you is allowed two tickets.
8. Nobody's at the door.
9. Take those, but leave these for me.
10. Has either of the teachers graded this?
11. Some of the problems are difficult.
12. Is everyone expected to remain?
13. Doesn't either of the carpenters come today?
14. Has everyone brought his program?
15. Has either of you seen the last bulletin?
16. Those are strange creatures. Not one of the whole herd is ever still.
17. Has everybody in the audience taken his share of the responsibility?
18. Anybody who wishes these has a right to them.
19. A few can help, whereas many will spoil the work.
20. No one is so wise as she.
21. If anyone calls, he may see the exhibit.

Exercise 20

Tell which italicized word is correct. Give a reason for your choice. In some cases two of the forms given are correct.

In determining the correct word, keep in mind that

1. The possessive form of a noun is always spelled with an apostrophe

2. The possessive form of the personal, the relative, and the interrogative pronoun is never spelled with an apostrophe

1. *Whose, who's* book have you?
2. *Mens', men's* hats are sold here.
3. They came to my *mothers', mother's* house.
4. Our *parents', parent's* farm was in Indiana.
5. The *womens', women's* clubhouse has not been furnished completely.
6. The *childrens', children's* swimming pool is drained daily.
7. *Ladies', lady's* visiting cards lay on a tray in the hall.
8. *Hers, hers', her's* was among the number.

9. *Whose, who's* the leader here?
10. *Its, it's* my turn now.
11. The dog had broken *its, it's* foreleg.
12. That is *Jones', Jones's, Jone's* Bookstore.
13. Have you read *Dickens', Dickens's, Dicken's* "A Tale of Two Cities"?
14. *Burns', Burn's, Burns's* poems are in one volume.
15. The *princess', princess's* father is the emperor.
16. I can't see *whose, who's* in the room.
17. *Whose, who's* place have you taken?
18. The child played happily with *its, it's* new Christmas toys.
19. The sketch may be *hers, her's,* but I think it is *yours, your's.*
20. *There's, theirs* another great break in the wall.
21. *Scotts, Scott's* "Ivanhoe" has a most excellent description of a tournament.
22. That picture could be *anyones, anyone's* or *no ones, no one's.*
23. The *foxes', fox's* pelts are glossy and black during the winter.
24. *Boys', boy's* clothing is on sale today.
25. A *womans', woman's, womens', women's* meeting was held at noon.
26. The *mans', man's, mens', men's* meeting was held at six o'clock.
27. The greater responsibility is *theirs', their's, theirs,* not *ours', our's, ours.*
28. *Its', it's, its* time you called the meeting to order.
29. *Lady's, ladies'* and *childrens', children's* dresses are made here.
30. I can't see *whose, who's* playing in *Charles, Charles', Charle's, Charles's* place today.
31. *They're, their, there* going home tomorrow.
32. Is this *anyone's, anyones', anyones* paper?
33. My *brothers', brother's, brothers* hat is lost.
34. Why don't you speak to your *friends', friend's, friends?*
35. He is the boy *whos', who's, whose* place you took yesterday.

Exercise 21

Select all the nouns and pronouns in the following sentences.

Classify each pronoun. If the pronoun has an antece-

dent expressed, name it; if the antecedent is not expressed, say so.

1. Everyone is requested to remove his hat when he enters this room.
2. Do you say, " It is I," " That cannot be she," " Neither of us is going," " Whom do we play next? " " With whom did you go? " or are you carelessly using incorrect forms?
3. What has anyone read about those wingless birds that live in the southern hemisphere?
4. Is anyone interested in Jack London's " Adventure," which I have just read to you?
5. It's a very exciting story, but we have listened to others that were more interesting.
6. Give an announcement to each person as he enters; if any of the announcements are left, send them to the office.
7. Is either of the other boys qualified to play in your place tomorrow?
8. None (no one) of all the boys except him is qualified.
9. None (not any) of the younger boys are allowed in the game.
10. Who drew the plans for the Lincoln Memorial?
11. From whom did you buy your tennis racket?
12. Any of the members may bring their friends to the open meeting.
13. Whom did the Allies make commander-in-chief of the whole army?
14. That girl is she of whom we were speaking just now.
15. None (not any) of the girls whom I know are going.
16. Did you see that? No. What happened?
17. The man who was first in line drove his car into the ditch.
18. Each of those who are in the last row should bring his work to me when it is completed.
19. If everyone of the girls has reported to the health office, a card for each will be on file.
20. Are any of you who are here excused from the examination?
21. Very few of the boys besides George and me are going to the game.
22. If you were he, would you study Latin?

23. The principal appointed Harriet and me judges of the inter-class contest.
24. No one came for rehearsal except Mary and me.
25. Everyone is requested to return his books and to leave his locker open.
26. Who will be chosen to represent this school in the contest?
27. Has anyone here visited the Grand Canyon of the Colorado?
28. Those who first explored the Mississippi valley were the Spanish and the French.
29. Was it he who was the cheer leader at the last game?
30. No one except him can make the crowd do as he tells them.
31. I have allowed George and him the use of my boat.
32. It surely wasn't I whom you called.
33. If either of us is chosen, I hope it will be she.
34. A few of my books are at home, but most of them are in my locker.
35. What does either of you know about John's going abroad this summer?
36. Many are called, but few are chosen.
37. That man is surely the one to whom we were referred.
38. You may have those, but this I shall keep.
39. Many were turned away at the gate because they came too late.
40. Has anybody lost his cap?

WORDS USED IN ASSERTION

THE VERB AND THE VERBAL

A Verb is a word that asserts action or being.

Every sentence contains a verb or verb-phrase, the verb or verb-phrase being the simple predicate.

In the speech of children, the verb is often omitted, the child not asserting, but expressing his thought in incomplete form in some such way as this: *James hungry; Father gone.*

By adding the verb *is* to the first expression, the assertion is made. The incomplete expression becomes a sentence: *Is James hungry?* or *James is hungry.*

In the incomplete expression *Father gone,* the word *gone* implies, or suggests, action, but it does not assert; therefore *gone* is not a verb. *Gone* is a verbal.

By adding the auxiliary *has,* the assertion is made and the expression becomes a sentence: *Father has gone* or *Has Father gone?*

Has gone, which makes the assertion, is a verb-phrase composed of the auxiliary *has* and the verbal *gone.*

Definition of Terms Used in Discussion of the Verb

A Verbal is a word that implies but does not assert action or being. To *imply* means to give the idea without actually making the assertion. A verb asserts; a verbal implies.

The verb and the verbal are alike in meaning; they are not alike in use. The verb is used alone as a predicate; the verbal may not be used alone as a predicate.

Compare these expressions:

Birds flying	*Birds are flying*
Fire burn	*Fire will burn*
No one drowned	*No one has been drowned*
The man not been here	*The man has not been here*

Flying, burn, drowned, been are verbals. By using an

auxiliary or auxiliaries with each verbal, the incomplete expression becomes a sentence.

There are three verbals:

The **Gerund,** or noun verbal ending in *ing*
The **Participle,** or adjective verbal
The **Infinitive,** or verbal having the sign *to*

A **Verb-phrase** is composed of a participle or an infinitive and one, two, or even three auxiliaries.

The participle is used in verb-phrases with various forms of the auxiliaries *be* and *have.*

Note how the verb-phrases in the following sentences are composed:

The book is lying on the desk.
Has this book lain here long?
Neither of the boys was sitting in the gallery.
One of the outposts had been attacked.

Verb-phrase		Auxiliary		Participle
is lying	=	is	+	lying
has lain	=	has	+	lain
was sitting	=	was	+	sitting
had been attacked	=	had, been	+	attacked

The participle does not have one form by which it may be recognized.

The present participle ends in *ing*; for example, *lying, sitting, running, having* are present participles.

The past participle has various forms; for example, *lain, sat, attacked* are past participles.

PRESENT PARTICIPLE. *The books are* ***lying*** *on the desk.*
The Indians were ***attacking.***
PAST PARTICIPLE. *The books have* ***lain*** *on the desk.*
The Indians were ***attacked.***

The **Infinitive** is a verbal having the sign *to,* expressed or understood.

To sit, to lie, to attack are infinitives.

Verbs are listed for discussion in the infinitive form; for example, discussion of the verb *went* is given in the dictionary under the infinitive form *to go*.

The verb *to be* includes the different forms *am, is, are, was, were, being,* and *been.*

The infinitive is used with the auxiliaries *may, can, must, will, shall, might, could, would, should, ought,* and various forms of the auxiliary *do* to form verb-phrases.

In these verb-phrases, except those formed with the auxiliary *ought,* the sign *to* of the infinitive is not expressed.

Note how the verb-phrases in the following sentences are composed:

May we go?
That deep lake will not freeze.
No one can run so fast.
Did you travel by rail or steamer?
You ought to go tomorrow.

Verb-phrase		Auxiliary		Infinitive
may go	=	may	+	go
will freeze	=	will	+	freeze
can run	=	can	+	run
did travel	=	did	+	travel
ought to go	=	ought	+	to go

Questions

1. What does a verb assert?
2. In a declarative sentence, how does the verb assert? In an interrogative sentence? In an imperative sentence?
3. In what way are the verb and the verbal alike? In what way are they different? Illustrate.
4. What must always be used with a verbal to form a predicate? Illustrate.
5. Use *going* in a sentence. Is *going* a verb or a verbal? Why?
6. In the sentence *My books have been taken,* is *taken* a verb or a verbal? Why? Is *have* a verbal or an auxiliary?
7. In the sentence *The boys have a sailboat,* is *have* a verb or an auxiliary? Why?

8. Why is the expression *The boys not come today* not a sentence? Add a word that will change the expression into a sentence. What is the word called that you have added? Is *come* a verb or verbal? Why?
9. How is a verb-phrase composed?
10. What verbal is used with forms of the auxiliaries *be* or *have* to form verb-phrases?
11. Name the different forms of the verb *to be.*
12. What is a participle? In what syllable does the present participle end? What is said about the form of the past participle?
13. Use *running* as a gerund. Use *running* as a participle in a verb-phrase.
14. What is an infinitive?
15. Name the auxiliaries with which the infinitive is used to form verb-phrases. With what auxiliary does the infinitive retain the sign *to?*
16. What is the infinitive form of the verbs *thought, took, laid, rose, sat?*
17. Is *The overturned machine being very near a garage* a phrase or a sentence? Why? Do the words *overturned* and *being* imply or assert?

Exercise 22

Select all verbs and verb-phrases in this exercise. Name the auxiliaries and the participles or infinitives that compose the verb-phrases. Name the subject of each verb or verb-phrase.

1. Relics of prehistoric man have been found in many places in Europe.
2. These relics consist of weapons, carvings, piles of refuse, and bones of men and animals.
3. On the walls of a great cave in Southern Spain pictures of wild bulls, the work of prehistoric artists, were first noticed by a little girl.
4. Long, long ago whole villages were built on piles over the Swiss lakes.
5. The piles can be seen at the time of very low water.

6. In those far-off times men held their meat over bonfires.
7. They ate it half raw.
8. The refuse was thrown on a great heap nearby.
9. From old heaps of refuse many bones and weapons have been unearthed.
10. These heaps very often lie in several deep layers.
11. Each layer accumulated during the life of a different period.
12. These evidences of the life of prehistoric man are ten thousand or more years old.
13. Have any remains of prehistoric man been discovered recently in America?
14. In time man became a builder of lasting homes and monuments.
15. The history of the white race begins in the Orient.

Exercise 23

Complete each sentence by supplying a verb or a verb-phrase in the blank spaces. The infinitive given in parentheses indicates the verb or verb-phrase to be used.

Name the subject of each verb or verb-phrase.

1. We _____ our study of the early Orient with Egypt. (to begin)
2. _____ the traveler ever _____ his first drive from Cairo to the pyramids of Gizeh? (to forget)
3. He _____ probably _____ about those vast tombs. (to read)
4. The great pyramids in the valley of the Nile _____ imperishable. (to seem)
5. They _____ the burial places for the pharaohs of ancient Egypt. (to be)
6. _____ the pharaohs, perhaps, _____ _____ for another life after this one? (to hope)
7. The Great Pyramid _____ thirteen acres of ground. (to cover)
8. One hundred thousand men _____ on this pyramid for twenty years. (to work)
9. Near these tombs of the pharaohs _____ the tombs of the queens and of the great lords. (to be)

10. On the walls of these tombs _____ _____ in bright and charming colors pictures of the life of five thousand years ago. (to paint)
11. These pictures _____ us a great deal about the busy life of that day. (to tell)
12. Much progress _____ _____ by the Egyptians after the discovery of metals. (to make)
13. _____ the Egyptians any knowledge of science or art? (to have)
14. _____ you _____ anything about the Rosetta Stone and its value to historians? (to know)
15. Egyptian writing _____ not _____ _____ before the discovery of the Rosetta Stone. (to decipher)
16. The Rosetta Stone _____ a great slab of black rock. (to be)
17. The inscription upon it _____ in three languages: ancient Egyptian, later Egyptian, and Greek. (to be)
18. The Rosetta Stone _____ _____ by workmen of Napoleon near the Rosetta mouth of the Nile in 1799. (to unearth)
19. A French scholar, by his knowledge of Greek, _____ the meaning of the Egyptian characters. (to discover)
20. At last he _____ _____ the inscriptions on the old monuments! (to read)
21. His patient work _____ for the world the parchment books of five thousand years ago. (to unroll)
22. Some of those old rolls of parchment _____ of the deeds of the rulers. (to tell)
23. Others _____ romances, plays, and books of early Egyptian knowledge. (to be)
24. For the amusement of the nobles very fanciful stories _____ also _____. (to write)
25. The Rosetta Stone _____ _____ _____ in the British Museum for many years. (to keep)

WORDS THAT MODIFY

A **Modifier** is a word or group of words that limits or restricts the meaning of the word modified. A modifier makes the meaning more definite.

The brisk wind scattered leaves.

Wind is limited in meaning by the modifying words *the* and *brisk.*

A very brisk wind scattered leaves everywhere.

Brisk is made more definite in meaning by the modifier *very.* *Everywhere* modifies the meaning of the verb *scattered.*

A modifier may be a word, a phrase, or a clause.

Of the parts of speech, the adjective and the adverb are the words that modify.

THE ADJECTIVE

An **Adjective** is a word that modifies a noun or a pronoun. An adjective limits the meaning, or it describes. In describing, the adjective adds a quality, trait, condition, or characteristic to the noun.

A bony gray horse was hitched to the wagon.

A, bony, and *gray* are adjectives, because they modify the noun *horse.*

The is an adjective because it modifies the noun *wagon.*

The adjectives *a, an,* and *the,* which are usually called **Articles,** help to identify, or point out, the nouns.

Adjectives usually answer the questions asked about a noun by the words *what kind, what sort, which, what;* for example, to the question *What sort of horse?* the adjectives *bony* and *gray* supply the answer.

Pronominal Adjective

A **Pronominal Adjective** is a pronominal form used to modify a substantive.

The possessive forms of the personal pronouns and the possessive *whose* often modify a substantive.

Their home is near Bar Harbor.
The boy painted his boat.
Whose sail boat is the green one?
The fisherman whose launch we rented brings fish to the market daily.

The possessive *their* modifies the noun *home*. *His* modifies the noun *boat*.

The interrogative *whose* modifies the noun *sail boat*. The relative *whose* modifies the noun *launch*.

The possessive form of a pronoun when used to modify another substantive is sometimes called a possessive adjective.

The demonstratives *this* and *that* and their plurals *these* and *those;* the indefinites, such as *each, either, neither, some;* and the relatives or interrogatives *whose, which,* and *what* are used sometimes as pronouns, sometimes as adjectives. They are called, therefore, adjective pronouns or pronominal adjectives.

Undue attention should not be given to the distinction between such terms as *adjective pronoun* or *pronominal adjective.* The important thing is ability to recognize from both meaning and use in the sentence what part of speech the word is. It is simpler to call a word a pronoun if it stands in the place of a noun, or an adjective if it merely modifies a substantive.

PRONOUN. *This will be long remembered.*
ADJECTIVE. *This occasion will be long remembered.*
PRONOUN. *Leave that for us.*
ADJECTIVE. *Leave that package for us.*
PRONOUN. *Each of the leaders knows his place.*
ADJECTIVE. *Each dog of the team knows his place.*
PRONOUN. *What have you?*
ADJECTIVE. *What book have you?*

The demonstratives *this, that, these,* and *those* should agree in number with the substantives that they modify.

WRONG. *Why have you bought these kind?*
RIGHT. *Why have you bought this kind?*
RIGHT. *Why have you bought these kinds?*
WRONG. *The fisherman used those sort of flies.*
RIGHT. *The fisherman used that sort of fly.*
RIGHT. *The fisherman used those sorts of flies.*

The personal pronoun *them* should never be used as a demonstrative adjective.

WRONG. *Give me them peaches, please.*
RIGHT. *Give me those peaches, please.*

The expressions *this here* and *that there* are vulgarisms which should not be used in place of *this* and *that.*

WRONG. *This here room is cold.*
RIGHT. *This room is cold.*

Questions

1. What is a modifier? What parts of speech modify?
2. What questions will help in determining the adjectives that modify a noun? Illustrate.
3. Use an adjective that expresses a quality of the noun *silk;* a trait of the noun *commander.*
4. Use an adjective with the noun *boy* to express a characteristic.
5. What is meant by the term *pronominal adjective? Possessive adjective?*
6. Use *which* in a sentence as a pronoun; as an adjective.
7. Use *some* as a pronoun; as an adjective.
8. In the sentence *Either of the boys is willing to go,* is *either* a pronoun or an adjective? Why?
9. Why is *Please hand me them books* incorrect?
10. Why is *I seldom buy those kind of apples* incorrect?

Exercise 24

The words italicized in the following sentences are used as adjectives. Name the nouns or the pronouns that they modify.

1. Do you know *the* biographies of *those* men *whose* contributions to aviation have been recognized by *all* nations?
2. Upon *his safe* arrival in Paris, *what great* news Captain Charles A. Lindbergh telephoned to *his* mother in Detroit!
3. Can *any* boy imagine *the* joy of *this proud* mother when she received word that *her own* son had flown from New York to Paris in thirty-three and one-half hours?
4. *This* achievement established *a new* understanding between France and America.
5. *That* flight amazed *many other* aviators *whose* records for time and distance had astonished *the whole* world.
6. *The* National Geographic Society awarded to this young aviator *its highest* honor, *the* Hubbard Gold Medal.
7. *The French* people gave *sincere* expression of *their* appreciation by calling him *the greatest* aviator.
8. Captain Lindbergh's reply was: "*The French* nation is *the greatest* nation of aviators."
9. *Whatever* honors were heaped upon him cannot compare with *the* satisfaction of knowing that *his* service to *all* mankind was *the* result of *an earnest* purpose, *undaunted* courage, and *a strong* will.
10. We must remember that *other courageous* men have made *definite* contribution to *the* science of aviation.
11. Samuel P. Langley pioneered in *the early* days of aviation and experimented with *an* airplane.
12. Alexander Graham Bell flew *his man-lifting* kite by *the* aid of *a* horse or *a steam* launch.
13. *The* Wright brothers rode *the* skies in *the first crude* biplane.
14. Thomas A. Selfridge worked with Dr. Bell and later became *another* one of America's *pioneer* aviators.
15. General Umberto Nobile of *the* Italian Air Force designed and piloted *the* Norge, *the first* dirigible to make the flight of 8500 miles from Rome to Alaska.
16. *This* ship, which was designed and built in Italy, carried *the* flags of America, Italy, and Norway.
17. *What* kind of aircraft is used by *these* explorers of *the* world?
18. *Air* mail has become *a necessary* service in *the* distribution of *important* letters and of packages.

19. Aviation is not *our fastest* means of communication.
20. Today *a radio* message goes from London to Lake Tanganyika in *far-off* Africa in one fortieth of *a* second.
21. *Such* reduction in time in the transmission of messages and in transportation makes for a *broader, better* world-citizenship.
22. *The* possession of *a radio* set has *some* disadvantages and *several* advantages.
23. Does it interfere with *the quiet* atmosphere of *your* library?
24. *A few* people are annoyed by *the* conversation of *other* people in *the same* room.
25. I permit *neither* boy *the* use of *the radio* set when *my* work demands *my best* effort.
26. *A radio* set brings news of *current* events to *school* children in *remote* places.
27. *A big* school in New York, which sent *a radio* set to *a* school in Moravia, received *a fine* collection of *pottery* vases and *other* objects of *clever* workmanship and *attractive* design.
28. *The* children in *the former* school took pride in *their inexpensive* gift; those in *the latter* school received *real* enjoyment from *this* kind of communication with *the outside* world.
29. Do you think that *either* school profited by *this* kind of interchange of products?
30. *This* sort of lesson should develop a *sympathetic* understanding among *the* children of *many* lands.

Participle, or Adjective Verbal

The **Participle** is an adjective verbal. It is derived from a verb and used as an adjective. The term *adjective verbal* is often reversed; either expression, *adjective verbal* or *verbal adjective*, may be used.

That window, broken by the storm, must be replaced.

Broken, derived from the verb *break* and used as an adjective to modify the noun *window*, is a participle, or adjective verbal.

Tamed by hunger, wild creatures crept to the cabin door each day.

Tamed, derived from the verb *tame* and used to modify the noun *creatures*, is a participle, or adjective verbal.

Great crows, flying lazily above the pines, eyed me with seeming interest.

Flying, derived from the verb *fly* and modifying the noun *crows*, is a participle. *Seeming*, derived from the verb *seem*, is a faded participle modifying the noun *interest*.

Some participles keep the meaning of a verb more than others do. *Broken, tamed,* and *flying* have kept the meaning of a verb; that is, they have not faded.

Some participles fade until they lose most of the meaning of the verb and become simply adjectives.

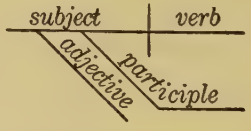
Interested spectators crowded the bleachers.
Everyone saw a very pleasing performance.

Interested and *pleasing* have faded in meaning until they are usually called adjectives.

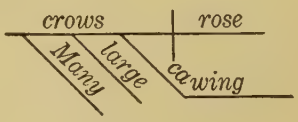
Diagram of the Adjective and the Participle

An expression that modifies another is placed on a slanting line under the modified word.

Use a slanting line for each adjective under the noun modified; use a broken line for the participle.



Many large crows, cawing, rose from the corn field.



Exercise 25

Select all adjectives and participles in the sentences of the exercise.

Name the nouns or pronouns that they modify.

Diagram the simple subject and the simple predicate; also the adjectives and the participles that modify the simple subject.

Use the diagram in reciting.

1. White screaming sea-gulls fought for the fish.
2. Gnarled old fishermen spread nets along the beach.
3. A light cool breeze sprang up.
4. The warmth of the day was gone.
5. The wet sands soon showed no traces of the trampling crowd.
6. Numberless footprints were washed away.
7. Those few small shells lay in a little heap.
8. Many pieces of broken driftwood floated in.
9. Long tangled kelp strips were festooned on the sand dunes.
10. One lazy, fat old pelican rested from its search for food.
11. A gray calm fell upon the sea.
12. The evening stillness was unbroken.
13. Many twinkling yellow lights dotted the shore.
14. Presently the first glow of the harvest moon shone beyond the hill.
15. A faint whispering sound rose over the water.

Exercise 26

Select all adjectives and participles. Name the nouns or pronouns that they modify.

Select the gerunds, or noun verbals. Remember that the gerund may be modified by adjectives.

From the first ten sentences list in five separate columns the nouns, the pronouns, the adjectives, the participles, and the gerunds.

Recite as follows:

SENTENCE 1. *The* and *first* are adjectives because they modify the noun *light*. . . . *Glowing* is a participle because it is derived from the verb *glow* and modifies the noun *amethyst*.

1. The first light of early morning tinged the distant peaks with glowing amethyst and deep rose.
2. Members of the Outdoor Club who were wakened by the loud call of "Everybody get up, get up!" first rubbed sleepy eyes, then looked with delight at the glorious panorama about them.
3. Nearby, a mountain stream tumbled over a sheer rock into the deep pool at its base.
4. Only those who liked the shock of a cold morning plunge braved the icy terrors of the pool.
5. One noisy shriek after another announced that someone had gone into the pool; then there were a few moments of great splashing and some chattering of teeth before the early swim was over.
6. No time was lost in changing from wet bathing suits into hiking clothes, for the cold air urged haste.
7. As the hungry crowd responded to the first call for breakfast, a long line curved in and out among the rocks on which the cooks had placed their sheet-iron stoves.
8. One big fat man, who had tied a red silk bandana about his head, ladled beans with an iron spoon into the tin plates of the line, calling as he did so, "Eat beans! The good old reliable bean! It will help you up the hill!"
9. The cooks, meanwhile, were frying quantities of crisp bacon and high piles of hot cakes, which melted away with amazing rapidity before the jesting, good-natured crowd.
10. After breakfast, each hiker washed his tin plate and threw it into the tub that waited for it, fastened his tin cup to his belt, and began the last lap of the climb up Grayback.
11. The fast walkers started first, and the line streamed out, with the slowest walkers bringing up the rear in good order.
12. Up, up, and still up they plodded, past the last straggling storm-beaten trees and shrubs on the timber line, then across snow fields, and finally by a zigzag trail, very steep and difficult, across loose broken granite rocks to the top.
13. A biting wind from the snow banks on the north slope sent the hikers down to the sheltering rocks under the summit, where they could eat their lunch in comparative comfort.

14. The lunch of these hardy walkers was a very simple one; it consisted of hardtack, a handful of dried fruit, a good-sized piece of cheese, sweet chocolate, and strawberry sherbet.
15. This sherbet was the leader's own special dessert; it was made of mountain-top snow and strawberry jam.
16. Every hiker had his own tin cup hanging at his belt, and in Oliver Twist fashion he held it out for a hoped-for share of the special delicacy.
17. Every party of this kind has three varieties of hiker: those who walk to make a speed record, those who walk merely to walk, and those who walk that they may enjoy the varied beauty of the outdoor world.
18. The members of the first group dashed up the lower part of the trail, took the middle part with panting eagerness, and arrived at the top with thumping hearts, breathless gasps, and red faces.
19. The second group walked with long, swinging stride, with faces toward the ground, with little conversation, no undue excitement, no heavy breathing, and no special exertion.
20. The last group loitered; there were rare flowers to examine, tall trees to look up into, flowery meadows to admire, gray squirrels and saucy chipmunks to coax, high tumbling waterfalls and gurgling streams to stand beside — so much wealth and beauty that it mattered little when the top was reached.

Predicate Adjective

The adjective is not always placed beside the noun or pronoun that it modifies. Sometimes an adjective follows a verb which it completes in meaning, at the same time modifying the subject of the verb.

A **Predicate Adjective** completes the verb and modifies the subject.

I feel unhappy about my papers.

The adjective *unhappy* completes the meaning of the verb *feel*, and modifies the subject *I*.

A predicate adjective is also called a subjective complement.

The verbs that are often completed by predicate adjectives are the verbs *be, become, seem, appear* and verbs of the senses like *feel, sound, taste, look.*

Questions

1. Name four verbs of being.
2. What is the difference in meaning between the terms *complete* and *modify?* Illustrate in a short sentence.
3. What is a predicate adjective?
4. What other name is sometimes given to the predicate adjective?
5. Why is it correct to say *He sat quiet as a mouse?* What part of the sentence is the adjective *quiet?*

Exercise 27

Name the noun or pronoun that is modified by the italicized adjective.

Tell whether the italicized adjective is a predicate adjective.

To determine what word the adjective modifies, ask yourself a question using *who* or *what* with the verb of the sentence and the italicized adjective. The correct answer will be the word modified.

The women looked very strange in their peasant dress.

To the question *Who looked strange?* the answer is the noun *women.* The adjective *strange* modifies the noun *women.* It completes the verb *looked.* It is a predicate adjective.

1. Your papers should always look *neat.*
2. The top of *this* desk feels *smooth.*
3. The men lay *idle* during the strike.
4. We arrived *safe* after all our difficulties.
5. The first baseman looks very *awkward.*
6. *These* peaches taste *bitter.*

7. How *solemn* those people look!
8. To the hikers the trail seemed *easy*.
9. After our long absence, everything about the house looked *strange*.
10. Jane looked so *serious* as she came in that I thought she must feel *ill*.
11. The camp fire flared *bright* among the trees.
12. Her voice grew *gentle* as she talked to the child.
13. At last the story proved really *exciting*.
14. Don't feel *sorry* about that broken dish.
15. If the day looks *bright*, we shall go.
16. The family seemed *serious* when I spoke of leaving.
17. You feel *fine* after an early dip in the surf.
18. The shaded plants grew *sick* and turned *yellow*.
19. *That* child appears *sickly*.
20. He is both *sickly* and *sick*, but he is growing *stronger*.
21. The driver looked extremely *angry* with his passenger.
22. If the weather proves *bad*, the road will not be *safe*.
23. *Those* boys became very *successful*.
24. We became *impatient* and *nervous* for fear the train would leave without the others.
25. Your columns of figures should be *straight*.
26. That old fellow looks *tired* and *anxious*.
27. Everyone should play *fair* in *this* game.
28. The house was usually kept *clean* and *free* from dust.
29. Do not grow *bitter* and look *savage*, or you will have no friends.
30. *Those* trees have grown very *straight*.

Exercise 28

Supply an appropriate adjective in each blank space of the exercise.

Name the noun or pronoun modified by the adjective.

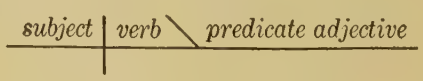
1. This sauce tastes so _____ that I think the cook must have forgotten the sugar for it.
2. The leader looked so _____ that we all felt _____.
3. How _____ this rock does feel!
4. The rain fell _____ and _____ at first.

5. The north wind blew _____ and the rain felt _____.
6. That child always appears _____, but he is really _____ and _____.
7. Cities on the coast grew _____, but those on the desert grew _____ after the rush of the gold days.
8. The superintendent felt _____ when the mine closed.
9. Those oranges turned _____ and _____ before the holidays.
10. The bent old tree grew _____ in the evening light.
11. When news of the war reached the village, the bell sounded _____ and _____.
12. When reports proved _____, the bell sounded _____ and _____.
13. Its tones then rang _____ to the peasants.
14. The old fellow looked _____ and his voice sounded _____.
15. This bolt has worn _____ and the head has become _____.
16. He may look _____, but his actions are not _____.
17. The moon rose _____ and its light fell _____ and _____ across the fields.
18. If you feel _____ about going, don't grow _____ before you return.
19. How do you feel today? _____, thank you.
20. Your answer sounds so _____ that you must be pretty _____.

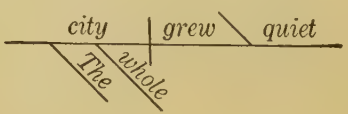
Diagram of Predicate Adjective

To indicate its relation to the verb, the predicate adjective is placed on the line after the verb.

To indicate the relation of the predicate adjective to the subject, the line that separates the adjective from the verb slants toward the subject; thus,



The whole city grew quiet.



Exercise 29

Diagram the following parts of the first eight sentences in Exercise 27: the simple subject, simple predicate, adjectives modifying the subject, and predicate adjective.

Exercise 30

Use each of the words given below in sentences of your own construction (1) as a noun; (2) as an adjective; (3) as a verb.

Use the following form in writing the sentences:

NOUN: I have your pen.
ADJECTIVE: The pen box is empty.
VERB: Do pen that dog in the back yard, please.

box	blue	fence	ground
sound	stamp	plate	rail
paper	place	carpet	file
water	corner	round	sail
pen	fly	dress	storm

THE ADVERB

An **Adverb** is a word that modifies a verb, an adjective, or another adverb.

The adverb restricts the meaning of the modified word by expressing an adverbial relation, such as that of *time, place, direction, manner, degree, cause,* or *result;* that is, the adverb usually tells *when, where, how, how much,* or *why* about the word it modifies.

The wind blew so very steadily that unusually high waves broke over the end of the pier.

Steadily, an adverb of manner, modifies the verb *blew* by telling *how.*

Very, an adverb of degree, modifies the adverb *steadily* by telling *how much.*

So, an adverb of degree, modifies the adverb *very* by telling *how much.*

Unusually, an adverb of degree, modifies the adjective *high* by telling *how much.*

Many adverbs are formed by adding *ly* to an adjective; for example, *nicely, brightly, carelessly* are adverbs formed from the adjectives *nice, bright, careless.*

Not all words that end in *ly* are adverbs, however. Certain adjectives end in *ly*; for example, *lovely, shapely.*

Certain words ending in *ly* are either adjectives or adverbs; for example, *kindly.*

The **Adverbial Connective** expresses one of the adverbial relations and at the same time connects.

It bears an adverbial relation to the parts of the sentence that it connects. It does not modify any one word, but it modifies the thought of the whole clause.

Night closed in; then the hunters decided to return to camp.

The adverbial connective *then* connects the two clauses: *Night closed in* and *then the hunters decided to return to camp.* It expresses the adverbial relation of time.

The bank had closed its doors; consequently the depositors were greatly excited.

The adverbial connective *consequently* connects the clauses: *The bank had closed its doors* and *consequently the depositors were greatly excited.* It expresses the adverbial relation of result.

Note that clauses having no other connective than an adverbial connective are separated by a semicolon.

Study the following list of adverbial connectives so that you will punctuate correctly a sentence in which the clauses are joined by an adverbial connective.

accordingly	hence	so
also	however	still
besides	indeed	then
consequently	moreover	therefore
furthermore	nevertheless	thus

Questions

1. What is the distinction between an adjective and an adverb?
2. What relations may adverbs have with the words they modify?
3. How are many adverbs formed? Illustrate.
4. In the sentence *He is a kindly old man,* what part of speech is *kindly?* Why?
5. In the sentence *Speak kindly,* what part of speech is *kindly?* Why?
6. What is an adverbial connective? With what does the adverbial connective have an adverbial relation?
7. In the sentence *Do not run so fast,* why is *so* an adverb and not an adverbial connective?
8. In the sentence *The pine tree fell across the cabin; so we were compelled to cut it down,* why is *so* an adverbial connective?
9. In Question 8, why is the semicolon used before *so?*
10. Use each of the following adverbial connectives in a sentence of your own construction: *still, however, then.*

Exercise 31

Select the adverbs in these sentences and tell what each one modifies. Select the adverbial connectives, and tell what clauses they connect. Tell what adverbial relation is expressed by the adverbial connective.

Instructions for Study

Begin your study of each sentence by finding the verb. Then look for any word that tells *when, where, how, how much,* or *why;* that is, look for any word that expresses one of the adverbial relations of *time, place, manner, degree, cause,* or *purpose.*

Having found a word that expresses one of the adverbial relations, determine whether it modifies a verb, an adjective, or another adverb.

Do not overlook the adverbial connectives.

For the first twenty sentences make parallel lists of the adverbs and the words that they modify; thus,

Adverb	Modified Word
so	very
very	steadily
unusually	high

1. You very seldom see any horse-drawn vehicle in the large cities nowadays.
2. The automobile approached the crossing very rapidly; then it stopped suddenly as the train went by.
3. The manager of the local office was expected hourly; hence our plans were somewhat altered.
4. That car has an uncommonly long body.
5. A large sign marked the place conspicuously; however, we passed too quickly to see it.
6. Do you speak correctly?
7. The children danced gayly to the music of the band.
8. Miles Standish told his story briefly to John Alden.
9. Later he was surely angry and complained bitterly.
10. John Alden was really sincere when he praised his friend to Priscilla; still he failed to accomplish his mission.
11. Priscilla listened patiently to John Alden.
12. She was somewhat disappointed
13. Do you often go there?
14. That foreigner speaks very brokenly; however, we have no difficulty in understanding him.
15. Sometimes your penmanship looks like rather fine engraving.
16. That story is not very well written.
17. Your Latin lesson has been too badly prepared; therefore you must take it again and study it more carefully.
18. The sun had just slipped below the hills, and the western sky was still extraordinarily brilliant.
19. Usually the game between our school and the school on the hill is hard fought; indeed, the game often ends in a tie because it grows too dark for further play.
20. If you play too hard, you will surely be quite exhausted.

21. If you are really sorry that you are leaving, you will perhaps change your plans and stay longer.
22. The work on this car has certainly been well done; consequently the engine sounds smooth and runs smoothly.
23. An uncommonly wet snow had broken all the service wires, and so Bronson and I planned to supply the village with candles; accordingly, we floundered through the snow all day long selling our wares.
24. The teams are evenly matched; moreover, both teams play exceptionally good ball.
25. You skate rather well for a beginner.
26. The boy became really angry; so he shouted angrily at the other fellows, and then he bolted for home.
27. Come here quickly or you won't see these brilliant clouds, for the light is fading fast.
28. I think the foreman is very severe; and besides, he is not really fair.
29. Speak softly; then you will not disturb the others.

Exercise 32

Tell what verb, adjective, or adverb each italicized adverb modifies.

In the sentences containing adjectives and adverbs that are alike in meaning, such as *solemn* and *solemnly*, tell what the adjective modifies.

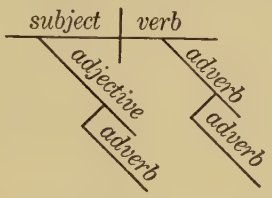
1. He looked very solemn, and he received the news most *solemnly*.
2. I walked *sleepily* toward the door, though I did not feel *really* sleepy.
3. A draft of air blew *coldly* into the room.
4. That old fellow lives *miserably*.
5. The driver looked *angrily* at his passengers.
6. We found the path up the mountain rather *easily*.
7. Your work is very *finely* done.
8. That paper is *badly* written; it looks untidy.
9. She is not really awkward, but she *surely* moves *awkwardly* at times.
10. No one was *badly* hurt when the car overturned.

11. The cat *playfully* tossed the mouse about, but the poor little creature did not find the cat's game playful.
12. The stitches in this linen are very fine, but the other piece is not sewed so *finely*.
13. That child looks bad and *certainly* he is behaving *badly* now.
14. A group of men *idly* watched the boys' game of baseball.
15. She speaks so *cheerfully* one thinks she must feel cheerful.
16. Always answer *politely*, even if you don't feel polite.
17. We arrived *safely* after a *really* dangerous drive.
18. Father looked at me *strangely* when he gave me your message.
19. The rain came *softly* through the air, as though it were not really falling.
20. We have waited *anxiously* for news of the accident.
21. The man spoke *impatiently*, but he was patient about the work.
22. Marian sings certain music very *sweetly*.
23. You should stand *firmly* on both feet when you try that experiment.
24. Breathe *deeply*.
25. Sarah looked *savagely* at her questioner.
26. We paced the platform *nervously* while we waited.
27. It is a harsh old bell, but it rang *gayly* upon that occasion.
28. The canoe glided over the water *smoothly* and *silently*.
29. She spoke *gently* to the child.
30. The sun shone so *brightly* that I could hardly see.
31. She is *surely* good to us.
32. Sad we were, and *sadly* we spoke.
33. The teacher grew *really* angry because of the injustice of the criticism.
34. The forest fire flared *brilliantly* against the night sky.
35. The fire has *seriously* affected the source of the water supply.
36. You should behave rather *handsomely* since your uncle has been so handsome to you.
37. Roosevelt used the quotation, "Speak *softly*, but carry a big stick."
38. The class was *surely* amused at the teacher's mistake.
39. The engine ran so *silently* that I could not hear it in traffic.

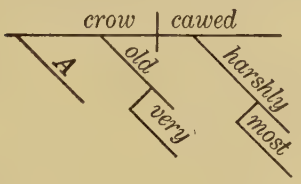
40. If you always speak *carelessly*, your careless speech will one day embarrass you.
41. We arrived safe, though the car was not driven *safely*.
42. The lesson looked easy, but it was not *easily* finished.

Diagram of the Adverb

The adverb, being a modifying word, is placed on a slanting line under the word it modifies. Notice the arrangement for the adverbial modifier of the adjective or the adverb.



A very old crow cawed most harshly.



Exercise 33

Using the sentences in Exercise 32, diagram the following parts of the first ten sentences: simple subject, simple predicate, adjectives that modify the subject, predicate adjectives, and adverbs.

In those sentences containing two clauses, diagram each clause as if it were a separate sentence.

WORDS THAT CONNECT

THE PREPOSITION

A Preposition is a word that introduces a phrase and joins a substantive to some other word in the sentence.

The preposition is merely a joining word. It serves as a bridge to connect two expressions, of which the second is always a substantive. The preposition is always an introductory word in a phrase. It does not introduce a dependent clause.

The **Object of a Preposition** is the substantive that belongs with it to form the phrase.

A **Prepositional Phrase** is a sentence element composed of a preposition and its object, together with any modifier of the object. Because of its use in the sentence, the prepositional phrase may be called an adjective phrase or an adverb phrase.

An **Adjective Phrase,** like an adjective, modifies a noun or a pronoun.

An **Adverb Phrase,** like an adverb, modifies a verb, an adjective, or another adverb.

The book on the table is an algebra.

On introduces the phrase *on the table* and joins its object *table* and the noun *book*. The phrase *on the table* modifies the noun *book* and is an adjective phrase.

The train was delayed because of the forest fire.

Because of introduces the phrase *because of the forest fire* and joins its object *fire* and the verb *was delayed;* the phrase *because of the forest fire* modifies the verb *was delayed* and is an adverb phrase.

Certain groups of words are often considered together as a single preposition; some of these groups are given in the following list. The group preposition is sometimes equivalent in meaning to a single preposition; for example, *alongside of* means *beside.*

Common Prepositions

about	during	toward
above	except	under
across	excepting	underneath
after	for	until
against	from	up
along	in	upon
alongside	into	with
amid	like	within
amidst	near	without
among	next	
around	of	according to
at	off	as for
before	on	as to
behind	over	alongside of
below	past	because of
beside	respecting	by means of
besides	round	by way of
between	save	in front of
betwixt	since	in respect to
beyond	through	in regard to
by	throughout	in spite of
concerning	till	instead of
down	to	out of

Certain words listed as prepositions may be adverbs as well. Thus, compare *above* in the following sentences:

Above the peak hovered a buzzard.

Above is a preposition introducing the phrase *above the peak.*

We looked above and saw that the peak was covered with snow.

Above is an adverb modifying the verb *looked.*

Certain words that may be either prepositions or adverbs sometimes help to form verb-adverb combinations that should be treated as single words. Thus, various adverbs appear with the verb *cut* in verb-adverb combinations in the following sentences:

We cut up the deer before nightfall.
I cut down a small fir tree for firewood.
Tom was cut off with a shilling.

Cut up, cut down, and *cut off* are verb-adverb combinations that should be treated as single words.

Questions

1. What is the distinction between a phrase and a clause?
2. What is a preposition?
3. In what way is a preposition very different from an adjective or an adverb?
4. What is the object of a preposition?
5. What is a prepositional phrase?
6. What is an adjective phrase? Illustrate.
7. What is an adverb phrase? Illustrate.

Exercise 34

Write ten sentences, using one or more prepositions in each. Use at least ten different prepositions.

After each sentence tell what the phrase modifies and state whether the phrase is adjective or adverb.

Write the sentences in the following form:

We shall visit Washington in spite of the weather. Adverb. Modifies *shall visit.*

Exercise 35

Select the object of each preposition. Name the prepositional phrase and tell what word it modifies.

Instructions for Study

In the first ten sentences, the prepositions are italicized. Consult the list for help in selecting the prepositions in the other sentences.

To determine the object, ask yourself a question using

what with the preposition. The substantive that answers the question is the object of the preposition.

The newcomer stood between two tall men.

The preposition is *between.* To the question *Between what?* the answer is the noun *men. Men* is the object of the preposition *between.* The prepositional phrase is *between two tall men.*

Determine what word the phrase modifies in the same way in which you determine whether a word is an adjective or an adverb.

Recite as follows:

The newcomer stood between two tall men.

Between introduces the phrase *between two tall men* and joins its object *men* to the verb *stood.*

Between two tall men is an adverb phrase because it modifies the verb *stood.*

1. *In* 1223, the Christian state *of* Russia was conquered *by* Tartars *from* Asia.
2. *For* nearly three centuries, Russia was *under* the dominion *of* the Tartars.
3. *In* 1480, a Russian prince threw off the Tartar yoke. One *of* his successors took the title *of* czar, or Cæsar, the old Roman title *for* an emperor.
4. Peter the Great, a man *of* tremendous energy, became czar *of* Russia *in* the eighteenth century.
5. He visited most *of* the countries *of* the West. He impressed all who met him *with* his great desire *for* information.
6. Peter worked *in* the navy yards *of* Holland so that he might learn shipbuilding.
7. He inspected numbers of enterprises *in* the countries *to* the west *of* Russia.
8. Peter gathered quantities *of* naval and military stores. *By* promises *of* great pay, which he did not fully keep, Peter tempted artists and workmen *of* all sorts *to* Russia.
9. *By means of* these workmen he introduced Western methods *into* Russia.

10. He reformed the manners *of* his people *by* edict; he himself cut off the Asiatic beards *of* his courtiers and shortened their long robes.
11. It is said of Peter that he "civilized by the cudgel."
12. Down to the time of the World War, the government of Russia was an absolute despotism.
13. In the middle of the nineteenth century, no village could build a church or a school unless the plan had been approved by a board at St. Petersburg.
14. During all this century, a ferment of revolution was spreading through the vast territory of the czar.
15. The cause of the revolutionists was hopeless for a long time because it held no interest for the masses.
16. Four fifths of the population of European Russia were ignorant serfs, who lived in a world wholly different from that of the small class of educated Russians.
17. Besides the serfs, the population in the rural districts included a numerous nobility who were landed proprietors; in the cities there were the professional and merchant classes.
18. At the beginning of the nineteenth century, conversation was carried on in French by these upper and middle classes.
19. The revolutionists from these upper classes received no popular support, and in 1825, Czar Nicholas executed most of them.
20. Their ideas lived on, however, in the great Russian writers of the middle of the century.
21. By 1906, the revolutionary movement swept everything before it.
22. In April of that year, while seventy-five thousand men and women were in dungeons for political reasons, the first representative assembly of the Russian nation was called by the czar.
23. The czar soon regretted that he had given any power to his people. During the next six years, he employed sternly repressive measures; many thousands of political offenders were executed, and fifty thousand were exiled to Siberia.

24. In 1917, during the World War, conditions in Russia compelled the abdication of the czar, the complete collapse of the industrial system, and the break-up of the empire.

Exercise 36

Tell whether each italicized word is a verb, a noun, a preposition, an adverb, or an adjective.

Instructions for Study

Consider carefully the meaning of the sentence. Note how the word is used.

Write the number of the sentence. Then write the part of speech you think the word is. If it is a verb, write the subject. If it is an adjective or adverb, write the word that it modifies. If it is a preposition, write the phrase that it introduces; thus,

1. *They waited till dark.*
1. PREP. *till dark*

1. The pupils asked *about* the new game schedule.
2. They stood quietly *about* until they were told.

3. Which is heavier, a pound of lead or a pound of *down?*
4. Are you going *down* that slide into the water?

5. The *next* class will meet on Wednesday.
6. Your books lay *next* the dictionary yesterday.

7. Wait *till* morning for your papers.
8. The farmer cannot *till* that stony field.

9. Go *round* the corner more carefully.
10. *Round* your corners more carefully.

11. I have never dived *before.*
12. *Before* yesterday I could not dive.

13. That car went *past* me yesterday.
14. The old man could think only of the *past.*

15. One wing of the airplane was broken *off* by the fall.
16. A tire was taken *off* the rear of the car.

17. I should *like* those smoke-colored glasses.
18. Did you ever see the *like?*

19. He has never been the same man *since.*
20. He has been absent *since* Thursday.

21. Will you come *over* after school?
22. We haven't driven *over* the highway yet.

23. Plant a garden *between* the rows of trees.
24. There were high mountains, and *between* lay broad valleys.

25. No one came *save* him.
26. *Save* those sentences for the next time.

27. Shall you be driving *down* tomorrow?
28. No one can *down* that fellow.

29. She has never ridden *on* an aquaplane.
30. *On* they came across the water.

31. No one came *except* him.
32. If the leader does *except* us, what shall we do?

33. The book *underneath* the green one is yours.
34. Mine has fallen *underneath.*

35. Very few persons are *like* him.
36. Very few persons *like* him.

37. Did you ever see his *like?*
38. We have put *like* curtains in all the rooms.

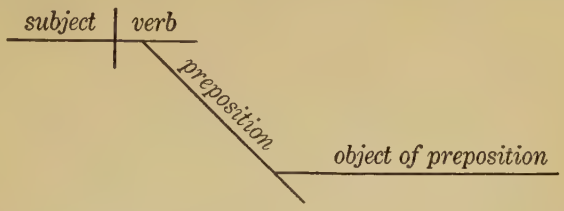
39. At last we stood *before* the door.
40. I did not know that *before.*

Diagram of the Prepositional Phrase

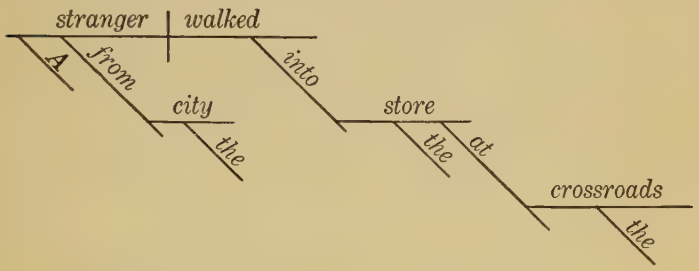
Like other modifiers, the prepositional phrase is placed under the word that it modifies.

Two lines are used. The preposition is placed on the slant-

ing line and its object on a line drawn parallel to the principal line; thus,



A stranger from the city walked into the store at the crossroads.



Exercise 37

Diagram the following sentences.

From the diagram, analyze each sentence orally, giving:
The simple predicate, or verb or verb-phrase
The simple subject of the verb
The predicate adjective
The modifiers of each part of the sentence
The preposition, its object, and the modifiers of the object

1. The life of the bee is really very interesting.
2. Close observation of its habits has been carefully made by many different men.
3. Maeterlinck's "The Life of the Bee" tells very simply about the busy little creature.
4. The complex life of the bee has been lovingly recorded by this distinguished Belgian poet.
5. His observations have been made by means of glass hives.

6. The observation hive is protected by black shutters.
7. The clusters of bees within the hive look very uninteresting at first.
8. Every bee in the almost motionless groups is incessantly busy at her special work.
9. A swarm of bees becomes restless for a new home during the season of greatest prosperity.
10. The swarm will issue from the hive with the old queen.
11. This great, buzzing, peaceful cluster of bees will fly to a tree near the old hive.
12. Some of the workers are scouting in all directions for the new home.
13. Each one of the scouts returns with the story of her findings.
14. Sometimes the cluster will deliberate until the following day.
15. At a given moment, the entire mass will fly straight toward its distant goal.
16. Students have been deeply interested in the bees' methods of food-gathering.
17. Bees are marked with various colors of dye by the observers.
18. Their flight in search of food can be watched with certainty.
19. The bee seems most intelligent in the direction of its affairs.
20. The hum of the hive sounds very peaceful on a warm summer day.

THE CONJUNCTION

A **Conjunction** is a word that joins sentences or parts of sentences.

The conjunction merely joins; it does not perform any other office in the sentence. It is never part of a phrase, as the preposition is. It never takes the place of a noun, as a relative pronoun does.

There are two classes of conjunctions:

Coördinating Conjunctions, which join parts of equal rank

Subordinating Conjunctions, which join parts of unequal rank

Coördinating Conjunctions

A **Coördinating Conjunction** connects words, phrases, clauses, or sentences of equal rank.

The chief coördinating conjunctions are:

and, which expresses mere addition
but, which expresses difference or contrast
or and *nor*, which express choice

These coördinating conjunctions, *and*, *but*, *or*, and *nor*, join a word to a word, a phrase to a phrase, a clause to a clause of like rank, or a sentence to a sentence.

The parts of sentences joined by coördinating conjunctions should be grammatically alike: that is, a substantive may be joined to another substantive, but may not be joined to a word not a substantive; a verb may be joined to a verb; a prepositional phrase to a prepositional phrase; a clause to a clause.

1. *"Vanity Fair" or "Ben Hur" may be read for a book report.*

   Or joins the noun *"Vanity Fair"* and the noun *"Ben Hur."*

2. *The airplane flew across the Pacific Ocean and into Japan.*

   And joins the two prepositional phrases *across the Pacific Ocean* and *into Japan.*

3. *You may go, but I will stay.*

   But joins the two clauses, *You may go* and *I will stay.*

In continued discourse, the conjunction sometimes is used to connect sentences. When the conjunction joins sentences, it makes the transition from complete thought to complete thought, or from paragraph to paragraph.

Many people had assembled on the high bluff that overlooks San Pedro Bay, where they could have an uninterrupted view of the fleet as it entered the harbor. But when night had fallen and there was still no sign of the coming of the ships, the great crowd disappeared in silent disappointment.

The conjunction *but* joins the sentences and makes the transition between the two complete thoughts.

Compound Parts of the Sentence

Elements of a sentence joined by a coördinating conjunction are said to be compound.

A **Compound Part of the Sentence** is composed of two or more words joined by a coördinating conjunction, either expressed or understood.

A **Compound Sentence** is composed of two or more independent clauses.

Of the three sentences given on the preceding page for illustration, the first has a compound subject, and the second a compound adverbial modifier. The third is a compound sentence, since it is composed of clauses each of which is grammatically independent.

In a series of sentence elements, the coördinating conjunction is often omitted except between the last two elements. When the conjunction is omitted, a comma separates the sentence elements in the series regardless of the conjunction that is retained; thus,

He ran to the window, opened it hastily, and addressed the crowd.

Questions

1. What part of speech merely joins?
2. What is the distinction between the conjunction and the preposition?
3. What is a coördinating conjunction? Name the coördinating conjunctions and tell what each expresses.
4. What parts of the sentence may the coördinating conjunctions join?
5. What is meant by the statement that the parts of a sentence joined by a coördinating conjunction should be grammatically alike?

Exercise 38

Select the coördinating conjunctions in the sentences of this exercise and tell what words or groups of words they join. Tell what is expressed by the coördinating conjunction.

Recite as follows:

The airplane flew across the Pacific Ocean and into Japan.

The conjunction *and* joins the prepositional phrases *across the Pacific Ocean* and *into Japan*. *And* expresses addition.

1. The ambassador turned on his heel and strode away.
2. The prince was offended deeply, but in this instance he was powerless.
3. The steamer came into the bay during a storm, and there it lay at some distance from the wharf.
4. At Mollendo the passengers and the freight were lifted to the wharf by a great crane.
5. The steamer did not stop at the ports in the Mediterranean or along the coast of Spain.
6. No one came except George and him.
7. Mary and you and I are expected.
8. The men on the benches and those in the field belong to the visiting team.
9. The doors at the side and in the rear are open.
10. The boys felt sorry about the game, but they appeared cheerful in spite of their defeat.
11. The crowd shouted, clapped, stamped, rose to their feet, and went nearly wild with enthusiasm.
12. At first the coach appeared anxious, but in a short time he grew confident of the winning power of his men and of their team work.
13. After the game a giant serpentine of yelling boys doubled back and forth, twisted across the field, and finally ran into the street and across the campus.
14. Parents and friends and spectators followed to the school yard and were amused by the wild antics of the boys.
15. The day grew bitterly cold, but the fond parents and friends came for the school program in spite of the weather.

Exercise 39

Write the following:

1. A sentence having a compound subject
2. A sentence having a compound predicate

3. A sentence containing a prepositional phrase with a compound object
4. A sentence having a compound subject or a compound predicate or both
5. A sentence containing two prepositional phrases joined by the coördinating conjunction *or*
6. A sentence containing a compound subject and a compound predicate

Diagram of Compound Parts of the Sentence

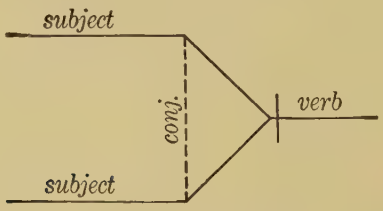
If either the simple subject or the simple predicate of a sentence is compound, or if both are compound, place the compound expressions on parallel lines.

Join the parallel lines near the vertical line dividing the subject and predicate.

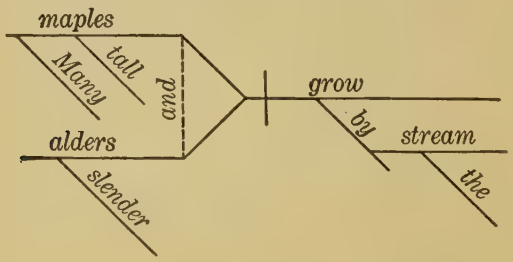
Place the conjunction on a dotted line between the words it joins.

Place modifiers as usual under the modified expression.

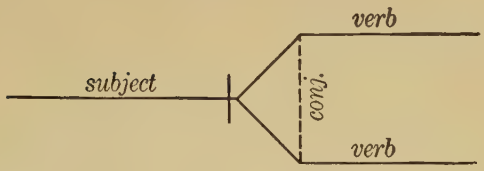
Compound Subject



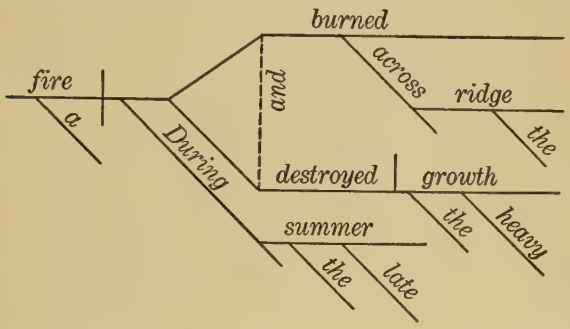
Many tall maples and slender alders grow by the stream.



Compound Predicate



During the late summer, a fire burned across the ridge and destroyed the heavy growth.



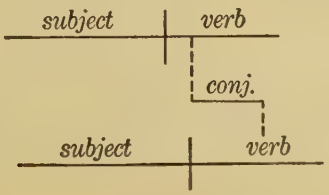
COMPOUND SENTENCE

Diagram the clauses of a compound sentence as if they were separate sentences, one under the other.

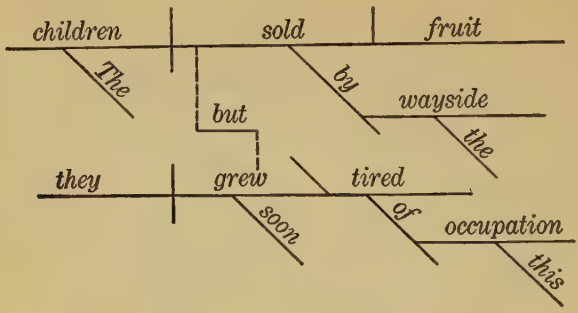
Extend a dotted line below the predicate line of the first clause to a short line parallel with the principal lines.

Place the conjunction on the short parallel line.

Extend the dotted line to the predicate line of the second clause; thus,



The children sold fruit by the wayside, but soon they grew tired of this occupation.



Exercise 40

Diagram the sentences of Exercise 38.

Subordinating Conjunctions

A **Subordinating Conjunction** introduces a subordinate clause which it joins to another clause. The word *subordinate*, as it is used here, means *of lower grammatical rank.*

A subordinate clause is one that is used as a part of speech.

The subordinating conjunction does not join words or phrases; it always joins clauses.

The use of a subordinating conjunction makes the clause that it introduces a subordinate clause; that is, the clause introduced by a subordinating conjunction is of lower grammatical rank than another clause in the sentence. It is used as an adjective, an adverb, or a noun.

Although Scott reached the South Pole, he perished on the return trip.

The subordinating conjunction *although* introduces the adverb clause *Although Scott reached the South Pole*, which it joins to the principal clause, *he perished on the return trip.* The adverb clause modifies the verb *perished.*

The subordinate clause is made of lower grammatical rank by use of the subordinating conjunction *although*.

If the two clauses in the sentence were joined by a coördinating conjunction, neither clause would be a subordinate, or dependent, clause.

Captain Amundsen would not be considered the discoverer of the South Pole if Scott's party had not died of hunger and cold when they were returning.

The subordinating conjunction *if* introduces the adverb clause *if Scott's party had not died of hunger and cold.* The adverb clause modifies the verb-phrase *would be considered.*

This clause is subordinate to the principal clause, *Captain Amundsen would not be considered the discoverer of the South Pole.*

The subordinating conjunction *when* introduces the adverb clause *when they were returning,* and subordinates this second clause to the first subordinate clause, *if Scott's party had not died of hunger and cold.*

The clauses introduced by *if* and *when* are subordinate, or dependent, clauses because they are introduced by the subordinating conjunctions *if* and *when.*

The following words are subordinating conjunctions when they introduce dependent clauses.

Common Subordinating Conjunctions

after	in that	unless
although	inasmuch as	until
as	lest	when
as if	in order that	whenever
because	provided	whereas
before	since	where
even if	so that	wherever
except	than	wherefore
for	that	whether
how	though	while
if	till	why

Some of these words are often listed as conjunctive adverbs or as relative adverbs.

For is sometimes listed as a coördinating conjunction. It is better to consider it a subordinating conjunction that may, by exception, introduce a sentence as well as a clause.

Diagram of the subordinate clause introduced by a subordinating conjunction is given on page 345.

Correlative Conjunctions

Correlative Conjunctions are conjunctions used in pairs.

Common Correlative Conjunctions

both	. . . and
either	. . . or
neither	. . . nor
not only	. . . but also

The grade is neither steep nor difficult.

The correlative conjunctions *neither* and *nor* join the adjectives *steep* and *difficult.*

Both the orchestra and the band played in the concert.

The correlative conjunctions *both* and *and* join the nouns *orchestra* and *band.*

The first word of the pair of correlative conjunctions indicates that the second word, or the real connective, is to follow; for example, when the correlative *either* appears in the sentence, the conjunction *or* is expected.

Either some sort of league of the nations must be formed, or war will always be.

The pair of conjunctions *either* and *or* joins the two clauses, *some sort of league of the nations must be formed* and *war will always be.* The first of the pair, *either*, indicates that the conjunction *or* is to be expected as the connective.

The correlatives should immediately precede the parts of the sentence that they join.

Captain Amundsen has been not only to the South Pole but also to the North Pole.

The correlatives *not only* and *but also* join the two phrases *to the South Pole* and *to the North Pole.* The first of the correlatives, *not only,* immediately precedes the phrase *to the South Pole,* and the second of the correlatives, *but also,* immediately precedes the phrase *to the North Pole.*

Notice the position of the correlatives in each of the illustrative sentences.

Questions

1. What does *subordinate* mean?
2. In what way is the subordinating conjunction different from the coördinating conjunction?
3. What is the difference between a preposition and a subordinating conjunction?
4. In each of these two sentences, *You may stay until you are called for* and *You may stay until tomorrow,* what part of speech is *until?* Why?
5. What is the difference between a relative pronoun and a subordinating conjunction? In each of these sentences, *The men reported that the fire was under control* and *The men that reported were from the rangers' cabin,* what part of speech is *that?*
6. What effect does the use of a subordinating conjunction have upon the clause that it introduces?
7. In the sentence *No one asked either of us for our tickets,* is *for* a preposition or a conjunction? Give a reason for your answer.
8. What are correlative conjunctions? Name the four correlatives most commonly used.
9. What position should the correlatives have in the sentence?
10. If two clauses are joined by the conjunction *and,* what is true of the grammatical rank of the two clauses? If they are joined by the conjunction *though?*
11. What is the grammatical rank of any clause that is introduced by a subordinating conjunction?
12. In the sentence *Not only was the bridge washed away, but the telephone wires were down also,* what do the correlatives *not only, but also* join?

Exercise 41

Supply conjunctions in the blank spaces of the exercise.

Tell whether the conjunctions are subordinating conjunctions or correlatives.

Name the simple subject and the simple predicate of the subordinate clause introduced by each subordinating conjunction.

Name the words, phrases, or clauses joined by the correlatives.

1. _____ he had spoken, the genie disappeared.
2. _____ Aladdin was innocent, his father-in-law ordered him to be put to death immediately.
3. _____ the magician came to the capital of China, he took lodgings at an inn.
4. His magic art promptly revealed to the magician _____ the cause _____ the manner of his brother's death.
5. The holy woman would accept _____ riches _____ power in return for her miraculous cures.
6. _____ he had found out where the holy woman lived, the magician went at night and killed her.
7. He disguised himself so well in her clothing _____ all the people crowded about him in hopes of a blessing.
8. The genie said in a terrible voice, " _____ you are ignorant of the nature of your command _____ you are ungrateful."
9. The princess entertained the disguised magician _____ he were the noblest person in the land.
10. _____ Aladdin _____ the princess were saved from further danger by the death of the magician.
11. The genie did not destroy Aladdin's palace _____ Aladdin had not intentionally offended him.
12. _____ Ali Baba was burying the gold, his wife carried the peck measure back to her sister-in-law.
13. Cassim threatened his brother with exposure to the authorities _____ Ali Baba at once told the secret of his wealth.
14. Cassim filled the chests with gold _____ his mules were heavily burdened with their loads.

Exercise 42

Select all the conjunctions in the sentences of the exercise.

Tell what parts of the sentence each coördinating conjunction joins.

Name the subordinate clause introduced by each subordinating conjunction.

1. Shall we go to the play or to the concert?
2. You may take that book home if you care for it.
3. I do not know whether you are expected tomorrow.
4. You speak as if you wished that we should go.
5. Though Washington suggested the better plan of fighting, Braddock did not take the suggestion.
6. The gay red coats of the officers and of the men soon covered the backs of the savages.
7. If those great clouds grow heavier, we shall surely have rain.
8. You may go to the mountains or to the desert for your recreation, but I shall go to the seashore.
9. Although the water is very cold, I shall have a swim today.
10. I shall have a sun bath on the sand before I take a swim.
11. You may not go, nor will I go.
12. Since you have said that nine and five make fifteen, your answer is wrong.
13. The game will be finished before dark if it is called on time.
14. Both the captain and the coach are in the graduating class.
15. Neither the captain nor the coach is coming back for graduate work.
16. All the boys except him and me played on the football team and on the baseball nine afterward.
17. I shall probably not win the scholarship, but I will try.
18. Although we made every objection, he accepted the position.
19. Greece has asked that some of the Elgin marbles be returned from England to Athens.
20. Lord Elgin was the ambassador to Turkey when he bought the carvings from the Turks.
21. Lord Elgin bought the carvings because he thought them very beautiful.
22. They were not only beautiful but also very valuable.

23. He paid for the carvings from his own fortune, but later the English government returned part of the money to him.
24. He rescued many pieces from certain ruin and saved many others from mutilation.
25. The most popular works of Samuel Clemens are "Tom Sawyer" and "Huckleberry Finn."
26. "Huckleberry Finn" is the larger and better book of the two.
27. The hero, Huck Finn, is a vagabond, and his experiences are many and extraordinary.
28. The characters in this book may be good or bad, but they are all very real.
29. Mark Twain's reputation as a humorist was objectionable to his friends, but it was even more objectionable to him.
30. His friends knew his seriousness of purpose and his reasons for the use of ridicule and satire.
31. Many of Mark Twain's supposedly humorous works are an expression of his hatred of shams, for he was vigorous and sincere in his attack upon sham.

WORDS USED FOR EXPRESSIVENESS

THE INTERJECTION

An **Interjection** is a word that expresses emotion. Any word used with suddenness may become an interjection.

Oh! Oh! dear! dear! What have you done?

The emotions usually expressed by interjections are fear, surprise, pain, anger, and delight. In writing, the interjection is usually followed by an exclamation point, which helps to give the reader a sense of an emotion expressed.

CLASSES OF WORDS: SUMMARY AND REVIEW

SUMMARY OF DEFINITIONS

The **Parts of Speech** are noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

A **Noun** is a name.

A **Common Noun** is a class name.

A **Proper Noun** is a special name.

The **Number** of a noun or pronoun denotes whether one or more than one is meant.

Singular Number denotes one.

Plural Number denotes more than one.

A **Pronoun** is used instead of a noun.

The **Antecedent of a Pronoun** is the word for which the pronoun stands.

The **Person** of a noun or pronoun denotes whether the person speaking, the person spoken to, or the person or thing spoken about is meant.

The **First Person** denotes the person speaking.

The **Second Person** denotes the person spoken to.

The **Third Person** denotes the person or thing spoken about.

The **Classes of Pronouns** are personal, relative, interrogative, demonstrative, and indefinite pronouns.

A **Personal Pronoun** distinguishes the person speaking, the person spoken to, or the person or thing spoken about.

The personal pronouns are *I, thou, you, he, she,* and *it* and their various forms.

A **Relative Pronoun** joins a subordinate clause to its antecedent.

The relative pronouns are *who, which, what,* and *that.*

An **Interrogative Pronoun** asks a question.

The interrogative pronouns are *who, which,* and *what.*

A **Demonstrative Pronoun** points out a particular person or thing.

The demonstrative pronouns are *this, that,* and their plural forms, *these* and *those.*

An **Indefinite Pronoun** has no special antecedent.

Declension is the orderly arrangement of the various forms of a noun or a pronoun.

A **Verb** asserts action or being.

An **Auxiliary Verb** is a helping verb.

A **Verb-phrase** is composed of a verbal and one or more than one auxiliary.

The auxiliary verbs are *may, can, must, might, could, would, should, ought, will, shall,* and sometimes various forms of *have, be,* and *do.*

A **Verbal** implies but does not assert action or being.

A **Gerund** is a noun verbal ending in *ing.*

A **Participle** is an adjective verbal.

An **Infinitive** is a verbal having the sign *to,* either expressed or understood.

An **Adjective** modifies a noun or a pronoun.

A **Possessive Adjective** is a possessive form of a pronoun used to modify a substantive.

A **Pronominal Adjective** is a pronominal form used to modify a substantive.

A **Predicate Adjective** completes the verb and modifies the subject of the verb.

An **Adverb** modifies a verb, an adjective, or another adverb.

An **Adverbial Connective** expresses one of the adverbial relations and at the same time connects.

A **Preposition** introduces a phrase and joins its object noun or pronoun to another word in the sentence.

A **Prepositional Phrase** is a phrase introduced by a preposition.

An **Adjective Phrase** modifies a noun or a pronoun.

An **Adverb Phrase** modifies a verb, an adjective, or an adverb.

A **Conjunction** joins words, phrases, clauses, or sentences.

A **Coördinating Conjunction** joins like parts of the sentence.

A **Subordinating Conjunction** introduces a subordinate clause which it joins to another clause.

Correlative Conjunctions are conjunctions used in pairs.

A **Compound Part** of the sentence is composed of like elements, or parts, joined by a coördinating conjunction.

An **Interjection** expresses emotion.

Exercise 43

Classify each word in these sentences as one of the parts of speech.

Select the simple subject and the simple predicate of each sentence.

In sentences containing more than one clause, name the simple subject and the simple predicate of each clause.

In sentences containing more than one clause, name the word that joins the clauses and tell whether it is a relative pronoun, a coördinating conjunction, or a subordinating conjunction.

Give a reason for each statement.

1. Without energy no work can be done.
2. A factory must have energy.
3. Most factories are operated by energy from a waterfall or from fuel under the boilers of an engine, or by electric power.
4. Light, falling water, heat, and electricity are forms of energy.
5. Light will do work on photographic plates.
6. It will change the color of dyes.
7. Light is necessary to life and growth.
8. If the light of the sun were destroyed, life upon our planet would soon perish.
9. Freezing water often uses its energy in a disastrous way: it breaks the glass or the pitcher that contains it.

10. A falling weight or a running horse has energy, for it may perform work on anything that comes in its way.
11. If you climb a flight of stairs, saw a board, wash the dinner dishes, or push a lawn mower, you are expending energy, for you are doing work.
12. Plants use energy when they open and close their blossoms.
13. Energy is supplied to living things through food; to a steam engine, through the fuel in the fire-box.
14. What is the source of energy in food and in fuel?
15. Plainly both contain energy, and we may trace this energy to its source.
16. Consider the history of coal.
17. Coal was formed from the remains of plants of former years.
18. In distant ages, great jungles grew in swampy places, and dead plants accumulated in these swamps.
19. As the plants grew, the energy which they received was stored away, and now, after long ages, this energy can be used.
20. The swamps later were buried by sediment; in time the sediment became rock.
21. The plant material was affected by the heat of the interior of the earth.
22. It was under great pressure from the rocks above it.
23. By these means the one-time forests became coal.
24. The energy in coal must have been in the plants of former ages.
25. If we take many forms of energy and trace them to their source, we shall arrive at the sun.
26. The sun is really the engine that runs most factories.

CLASSES OF SENTENCES

THE SIMPLE SENTENCE · THE COMPOUND SENTENCE · THE COMPLEX SENTENCE · THE COMPOUND–COMPLEX SENTENCE

Sentences are classified according to form as:

Simple sentence, having one subject and one predicate

Compound sentence, having two or more independent clauses

Complex sentence, having one principal clause and one or more than one subordinate clause

Compound-complex sentence, having two or more independent clauses and one or more than one subordinate clause

THE SIMPLE SENTENCE

A **Simple Sentence** has one subject and one predicate.

The simple subject and the simple predicate may each be a single word.

The potato is a native of America.

The simple predicate *is* has the simple subject *potato.*

The subject may be compound.

Turkey, cranberries, and potatoes are natives of America.

The simple predicate *are* makes the assertion about the compound subject *turkey, cranberries,* and *potatoes.*

The predicate may be compound.

Many cattle are raised in the West and are shipped to the packing centers of the East.

The compound predicate *are raised* and *are shipped* makes the assertion about the simple subject *cattle.*

Both the subject and the predicate may be compound.

Turkey and cranberries were early discovered in a wild state in North America and became a favorite food of the settlers.

The subject, *turkey* and *cranberries*, and the predicate, *were discovered* and *became*, are both compound, but the sentence is a simple sentence because it has only one subject and one predicate.

The modifiers of any part of a simple sentence may be compound.

Exercise 44

Write the following:

Two simple sentences with simple subject and simple predicate

Two simple sentences, each having a compound predicate

Two simple sentences, each having a compound subject

Two simple sentences, each having a compound subject and a compound predicate

Two simple sentences having compound modifiers, either words or phrases

Try to write interesting sentences. Use each of the four coördinating conjunctions twice, either singly or in the correlative pairs.

In using the correlatives, be careful to have each of the correlatives placed before one of the two expressions to be joined.

THE COMPOUND SENTENCE

A Compound Sentence is composed of two or more independent clauses.

An **Independent Clause** is complete in meaning and is not used as a part of speech.

The earth is a mere speck in the universe, and even the sun is a relatively small body.

The independent clauses, *The earth is a mere speck in the universe* and *even the sun is a relatively small body*, are joined by the coördinating conjunction *and*.

The only conjunctions that may be used to form a compound sentence are the coördinating conjunctions *and, but, or,* and *nor.*

If a subordinating conjunction joins two clauses, the clause introduced by the subordinating conjunction becomes a subordinate, or dependent, clause, and the sentence is not compound.

Unless the independent clauses are short and closely connected in thought, a comma precedes the coördinating conjunction.

Sometimes no conjunction is used between the independent clauses of a compound sentence; in that case, the semicolon separates the independent clauses.

In peace, sons bury their fathers; in war, fathers bury their sons.

The independent clauses of the compound sentence are separated by the semicolon.

Exercise 45

Divide the compound sentences of the exercise into the clauses that compose them. Tell what meaning is expressed by the conjunctions joining the clauses. Name the simple subject and the simple predicate of each clause.

Account for the use of the semicolon in the exercise.

In preparing the lesson, diagram the simple subject and the simple predicate of each clause and the conjunction.

1. During the Civil War, mail was carried from the East to California by the Pony Express, but now mail is carried from ocean to ocean by the airplane express.
2. Then Pony Express news was only ten days old, and now air-service news is only two days old.
3. The Pony Express stretched a line of flesh and blood from frontier to frontier, and its riders kept the line open in spite of weather, Indians, and highwaymen.
4. Express riders were sometimes badly wounded by highwaymen or savages, but they rode on to the next station.
5. At the next station comrades took their places, and the mail sped on.
6. The riders had runs of about seventy-five miles; the horses were changed every ten or twelve miles at regular stations.
7. At the end of his run a rider would be relieved; he would sleep and rest, and then he would be ready for the return.
8. The saddle bags were changed from one mount to another in a fraction of a minute, and so every minute of both day and night hoofs were pounding between " St. Jo " and " Frisco."
9. St. Joseph, Missouri, was the eastern end of the line, and San Francisco was the western end.
10. Government officials had recognized the need for a fast mail service, and Westerners had petitioned for it, but a private firm actually put the Pony Express into operation.
11. The first riders from St. Joseph and from San Francisco were given noisy, enthusiastic send-offs; both towns stopped business, and both towns held celebrations.
12. From St. Joseph the route went by way of Kansas and the Platte River to Ft. Laramie; then it crossed the Rockies to Salt Lake City.
13. From Salt Lake City to Carson City the route lay across the desert; from Carson City to Placerville it went over the mountains.
14. This famous service lasted sixteen months; then it was discontinued.
15. It bankrupted its promoters, but it greatly helped the West.

16. In 1861, the telegraph was pushed on to the west, and at the same time the government started a daily mail stage-line over the pony route.
17. The Pony Express was a very romantic enterprise, but it gave way to progress.
18. Flying requires skill, but landing from a flying-machine requires greater skill.
19. The art of parachute jumping has improved very greatly; the danger in flying is thereby somewhat lessened.
20. At present the silk for parachutes comes from one place in Japan, and a special mill turns it out in a certain way.
21. The silk is raw and it does not crease.
22. A silk of this kind must be used, or the jerk of opening would split the parachute.
23. A parachute must be packed properly, and it should be inspected often.
24. Usually a jumper wears a parachute on his back; sometimes he wears a second one on his chest.
25. The parachute must open, or the jumper will lose his life.
26. An experimenter, Joe Crane, purposely fell twenty-five hundred feet, and then he released his parachute.
27. This was an unusual performance, and it is one of special interest to the air service.
28. Crane did not become unconscious, and he did remain in control of his parachutes.
29. Often in war time an aviator's only chance is a parachute jump, and a swift fall may save him from enemy bullets.
30. A number of army airmen have been forced to make parachute jumps, and they have organized themselves into the Caterpillar Club.
31. This club does not admit professional jumpers, nor does it admit experimenters.
32. All members must have jumped for their lives, and they all tell thrilling stories.
33. In a parachute landing, the feet should be pressed together and the knees should be bent.
34. A parachute may look simple to the man on the ground, but it is the product of great care and thought.

THE COMPLEX SENTENCE

A **Complex Sentence** is composed of an independent, or principal, clause and one or more than one subordinate clause.

The **Principal Clause** contains the verb that makes the principal assertion.

Sometimes the principal clause is complete in meaning and sometimes it is incomplete.

He called, " Load the trailer with all our camping supplies."

The principal clause is *He called,* because the verb *called* makes the principal assertion. The principal clause, however, is incomplete in meaning.

A **Subordinate,** or **Dependent, Clause** is used as a part of speech. It may be a noun clause, an adjective clause, or an adverb clause.

A **Noun Clause** is used as a noun.

An **Adjective Clause** modifies a noun or a pronoun.

An **Adverb Clause** modifies a verb, an adjective, or an adverb.

The clauses introduced by subordinating conjunctions and by relative pronouns are always subordinate, or dependent, clauses. Sentences that contain clauses introduced by subordinating conjunctions and by relative pronouns are always complex sentences.

Our belief has always been that peaceful relations between the United States and Canada are the only sane relations.

The principal clause is *Our belief has always been,* because the verb-phrase *has been* makes the principal assertion.

The clause *that peaceful relations between the United States and Canada are the only sane relations* is a subordinate clause introduced by the subordinating conjunction *that.*

Note that when a modifying clause comes first, it is separated from the principal clause by a comma.

When Aladdin had given his orders, the genie disappeared.

The principal clause is *the genie disappeared,* because the verb *disappeared* makes the principal assertion. The subordinate clause introduced by the subordinating conjunction *when* comes first in the sentence. A comma separates the subordinate clause *When Aladdin had given his orders* from the principal clause.

Questions

1. What does the word *principal* mean? The word *subordinate?*
2. In what way is a complex sentence different from a compound sentence?
3. What determines whether a clause is principal or subordinate?
4. What clauses are always subordinate, or dependent?
5. Is a clause introduced by a relative pronoun subordinate or principal?
6. Name the relative pronouns.
7. Name five common subordinating conjunctions.
8. What mark of punctuation separates an introductory modifying clause from the principal clause?

Exercise 46

Select the principal clauses and the subordinate clauses in the sentences of the exercise. Name the simple subject and the simple predicate of each clause. Tell what word introduces the subordinate clause.

Instructions for Study and Recitation

Select the verbs. Determine which verb makes the principal assertion. Find the subject of each verb.

Look for relative pronouns and for subordinating conjunctions that introduce the subordinate clauses. Use the lists already given to help in determining these parts of speech.

Diagram the simple subject and the simple predicate of each clause of the first twenty sentences.

Refer to the diagram and recite as follows:

You may go when the bell rings.

The verbs are *may go* and *rings*. *May go* makes the principal assertion; therefore, the principal clause is *You may go*. *When the bell rings* is the subordinate clause introduced by the subordinating conjunction *when*. *Bell* is the subject of the verb *rings*.

1. Captain Amundsen, who discovered the South Pole, was the leader of a Norwegian expedition.
2. Two other countries that sent expeditions in the same year were England and Japan.
3. Before the Norwegian party under Amundsen arrived there, the English party reached the South Pole.
4. Captain Scott and all the members of the English party died of cold and hunger when they were on the return trip.
5. Amundsen says that there is absolute silence at the South Pole all the time.
6. He also says that the South Pole is the loneliest place on earth.
7. At the South Pole there are not even the few animals which explorers see in the North Polar regions.
8. The greatest difficulty which the Amundsen party had was the climb over the mountains.
9. Pictures which are thrown on the screen show members of the Amundsen party before and after the exhausting trip.
10. The men look greatly aged, as though years had passed instead of months.
11. In 1925, Amundsen and an American, Ellsworth, had thrilling experiences while they were flying toward the North Pole in airplanes.
12. When they were about one hundred and fifty miles from the pole, both planes were forced down.
13. Because the ice shifts so constantly, the danger of landing in Arctic regions is very great.
14. They abandoned one plane which had sprung a leak.
15. It seemed for a time as if the explorers must abandon both planes and walk back.

16. The N–25 was wedged in a lane of ice between high ice walls which threatened its complete destruction.
17. Two of the men went through thin ice into the current, from which they were rescued with difficulty.
18. At times the plane was nearly crushed as the ice shifted and pressed against it.
19. The men lived on very scant rations because they feared that their supplies would not be sufficient.
20. Night and day they worked, for the shifting ice threatened their plane constantly.
21. They hacked away at the ice wall in front of the plane so that they could get the plane out.
22. The tools which the men used for hacking at the ice were an axe, an ice anchor, and a long knife.
23. When the N–25 had been broken loose from the ice, it was driven and helped up the steep incline.
24. Then the men smoothed and cleared a lane over which the driver could make a start.
25. For days the men worked until they finally got the N–25 into the air.

Exercise 47

Combine each pair of simple sentences into a complex sentence. Retain the meaning, but make any changes that are necessary for clearness or smoothness.

Name the simple subject and the simple predicate of each clause. Name the connective used in forming the complex sentence.

1. The men flew back to the North Cape.
   Near the North Cape they made a forced landing on the sea.
2. The fliers were on a very rough sea for thirty minutes.
   They then reached the shore in safety.
3. The explorers still had twenty-five gallons of gasoline.
   The gasoline in their tanks would take them to their ships.
4. The men were thinking of a fire and warm food.
   One of their number shouted, " Ship Ahoy! "

5. A small sealer lay near the shore.
   The adventurers were soon heartily welcomed upon the sealer.

6. Many Polar expeditions fail.
   The difficulties of Polar exploration are almost insurmountable.

7. Captain Amundsen's trip would have been the first airplane trip to the Pole.
   He did not succeed in reaching the North Pole by airplane.

8. Of the earlier attempts to reach the Pole, only one had been successful.
   The successful expedition was made by land and sea.

9. Making the trip by boat, with sledges, and on foot, Robert E. Peary reached the North Pole in 1909.
   Peary had already won distinction because of his Arctic explorations.

10. In 1926 Amundsen reached the Pole in a dirigible balloon.
    He had not succeeded in his attempt to reach the North Pole by airplane.

11. Both Peary and Amundsen were careful in recording their observations of the unknown regions of the Far North.
    Both explorers have made valuable contributions to the information concerning the Arctic regions.

THE COMPOUND-COMPLEX SENTENCE

A **Compound-Complex Sentence** contains two or more principal, or independent, clauses and one or more than one subordinate clause.

You may read this book if you wish, or you may borrow one from the public library.

The principal clauses joined by the coördinating conjunction *or* are *You may read this book* and *you may borrow one from the public library.* The subordinate clause, introduced by the subordinating conjunction *if*, is *if you wish.*

Exercise 48

Write one answer to each of the questions in the exercise. Make two answers simple sentences; three, complex sentences; three, compound sentences; and three, compound-complex sentences.

Write after each answer the kind of sentence that you have used.

Underline the conjunctions and the relative pronouns.

1. Why did you go to the library today?
2. Why were you not at school yesterday?
3. How do you reach the athletic field from here?
4. What kind of book do you like best to read?
5. Who is your ideal hero in history?
6. What character in fiction seems to you to be the most amusing one that you have ever met?
7. What outdoor sports do you enjoy?
8. What traits of character should the captain of the football team have in order to be a real leader?
9. What are the responsibilities of a student as a citizen in his own school?
10. Who is one of the great living inventors and what are some of his discoveries or inventions?
11. What do you consider to be two of the most important achievements of the century? Why?

CLASSES OF WORDS: FORMS AND USES

THE VERB AND THE VERBAL · THE NOUN AND THE PRONOUN · THE ADJECTIVE AND THE ADVERB · THE PREPOSITION AND THE CONJUNCTION

THE VERB AND THE VERBAL: FORMS AND USES

THE TRANSITIVE VERB

According to meaning, verbs are classified as transitive or intransitive.

A **Transitive Verb** asserts action which passes over from one person or thing to affect another.

The word *transitive* comes from a Latin word that means to go across, or to pass over.

There are always two persons or things concerned in the action of a transitive verb, the doer of the action and the receiver of the action.

Cortez conquered Mexico in 1521.

The verb *conquered* is transitive because it asserts action passing over from the noun *Cortez* to affect the noun *Mexico*. *Cortez* is the doer of the action; *Mexico* is the receiver of the action.

Whom did the traffic officer stop?

The verb-phrase *did stop* is transitive because it asserts action passing over from the noun *officer* to affect the pronoun *whom*. *Officer* is the doer of the action; *whom* denotes the receiver of the action.

Observe the rules of the road.

The verb *observe* is transitive because it asserts action passing from the subject *you* (understood) to affect the noun *rules*. *You* is the doer, *rules* the receiver of the action.

Have you my book?

The verb *have* is transitive because it asserts action passing over from the pronoun *you*, the doer of the action, to affect the noun *book*, the receiver of the action.

Voice of the Verb

The **Voice** of a transitive verb shows whether the subject acts or is acted upon.

The transitive verb has two voices, the active and the passive.

In the **Active Voice**, the subject of the verb acts.

The old miner killed three wildcats near his cabin last week.

The transitive verb *killed* is in the active voice because the subject *miner* acts; that is, the subject is the doer of the action.

In the **Passive Voice**, the subject of the verb is acted upon.

Three wildcats were killed by the old miner near his cabin last week.

The transitive verb-phrase *were killed* is in the passive voice because the subject *wildcats* is acted upon; that is, the subject is the receiver of the action.

In the active voice, the transitive verb has both a subject, the doer of the action, and an object, the receiver of the action.

Object of a Verb

The **Direct Object** of a verb, or the object complement, completes a transitive verb and names the receiver of the action.

In each of the following expressions the assertion of the verb is not complete:

In Revolutionary days the British soldier wore
Bring with you
Had anyone warned

When the name of the receiver of the action is added, the assertion of the verb is completed.

In Revolutionary days the British soldier wore a scarlet coat.

The noun *coat* is the object of the transitive verb *wore* because it completes the verb and names the receiver of the action.

Bring fishing tackle with you.

The noun *tackle* is the object of the verb *bring* because it completes the verb and names the receiver of the action.

Had anyone warned you or him?

The two pronouns *you* and *him* are the compound object of the verb-phrase *had warned* because they complete the verb and name the receiver of the action.

In the passive voice, the receiver of the action becomes the subject of a verb-phrase.

The passive verb-phrase is composed of some form of the auxiliary verb *to be* + the past participle.

The doer of the action, if it is expressed, is used as the object of the preposition *by*.

Note these passive forms:

Scarlet coats were worn by the British.

The subject *coats* is the receiver of the action.

The passive verb-phrase *were worn* is composed of the auxiliary *were* + the past participle *worn*.

The noun *British*, the doer of the action, is the object of the preposition *by*.

Supplies had been brought to our camp by the truck.

The receiver of the action is the subject *supplies*.

The passive verb-phrase *had been brought* is composed of the auxiliaries *had* and *been* + the past participle *brought*.

The noun *truck*, the doer of the action, is the object of the preposition *by*.

Had you or he been warned by anyone?

The compound subject *you* or *he* is the receiver of the action.

The passive verb-phrase *had been warned* is composed of the auxiliaries *had* and *been* + the past participle *warned.*

The pronoun *anyone,* the doer of the action, is the object of the preposition *by.*

In the passive voice, the name of the doer of the action is not always stated.

Supplies were brought to our camp.

In this passive form, the subject *supplies* is the receiver of the action. The name of the doer of the action is not stated.

Three wildcats were shot near this cabin.

The receiver of the action, *wildcats,* is the subject of the transitive verb-phrase *were shot.* The name of the doer of the action is not stated.

THE INTRANSITIVE VERB

An **Intransitive Verb** asserts being or action that does not pass over from one person or thing to affect another.

The boy swims like a fish.

The verb *swims* is intransitive because it asserts action that does not pass over from one person or thing to affect another.

A verb of action may be transitive in one sentence and intransitive in another.

The Indian paddled the canoe swiftly upstream.

The verb *paddled* is transitive because it asserts action passing over from the noun *Indian* to affect the noun *canoe.*

The Indian paddled swiftly upstream.

The verb *paddled* is intransitive because it asserts action that does not pass over to affect anyone or anything.

Quick, sharp orders were shouted by the captain.

The verb-phrase *were shouted* is transitive because it asserts action passing over from the noun *captain* to affect the noun *orders.*

The captain shouted to the sailors.

The verb *shouted* is intransitive because it asserts action that does not pass over from one thing to affect another.

A verb of being is always intransitive, because it does not assert action.

We were in the redwood forest last year.
The forest became very dry and dusty.

The verbs of being, *were* and *became*, do not assert action, and so they are intransitive.

To Distinguish Transitive and Intransitive Verbs

The verb is transitive if the sentence contains a receiver of the action.

The receiver of the action of a transitive verb may be the object of the verb or it may be the subject of the verb.

In 1919, Hinton, an American, made the first transatlantic flight.

The receiver of the action of the transitive verb *made* is the object *flight.*

In the same year, the first non-stop flight across the Atlantic was made by two Englishmen, Alcock and Brown.

The receiver of the action of the transitive verb-phrase *was made* is the subject *flight.*

The verb of action is intransitive if there is no receiver of its action.

A convenient way of determining whether a verb is transitive or intransitive is to reverse the assertion from active to passive or from passive to active form. If the doer of the action is not stated, use an indefinite pronoun like *someone* as the subject in the active voice.

If the assertion can be reversed, the verb is transitive; if the assertion cannot be reversed, the verb is intransitive.

In the following sentences, for example, four verbs are transitive and one is not:

1. *He shot the deer.*
2. *We had a good time.*
3. *She went home.*
4. *Who found my purse?*
5. *Orders were shouted.*

When the assertions are reversed, the sentences become:

1. *The deer was shot by him.* The sense is the same. *Shot* is transitive.
2. *A good time was had by us.* The sense is the same, though the sentence is awkward. *Had* is transitive.
3. *Home was went by her* is impossible nonsense. The verb *went* is not transitive.
4. *My purse was found by whom?* The sense is the same. *Found* is transitive.
5. *Someone shouted orders.* The sense is the same. *Shouted* is transitive.

Questions

1. In the sentence *The high waves will capsize the boat,* why is the verb-phrase *will capsize* transitive?
2. In the sentence *We have a new car,* why is the verb *have* transitive?
3. How many persons or things are concerned in the action of a transitive verb? What are they called?
4. In the sentence *The seniors are giving an outdoor program,* is the verb in the active or in the passive voice? Why?
5. In the sentence *Gold has been found all along the western coast of both Americas,* is the verb in the active or in the passive voice? How do you know?
6. What is the direct object of a verb? Use a direct object with the verb *broke.*
7. What does the verb *laid* mean? Why is the verb *laid* always transitive? Use *laid* in a sentence.
8. How is the passive verb-phrase formed?

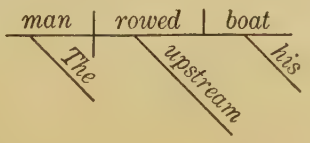
9. Use the verb *ate* transitively in a sentence. Use the verb *ate* intransitively. Tell why the verb is transitive or intransitive in each of the sentences.
10. In the sentences *I could not drive that car* and *I could not drive yesterday*, which of the two verb-phrases is transitive? Why?
11. How may you determine whether a verb is transitive or intransitive?
12. What kind of verb, transitive or intransitive, may have an object? What kind of verb, a verb of action or a verb of being, may have an object?
13. In the sentence *I saw you and him on the wharf*, why are the two pronouns *you* and *him* the compound object of the verb *saw*?
14. The receiver of the action of a transitive verb may be what parts of the sentence?
15. What does the term *action* include in the expression *verbs of action?* Name three verbs that in grammar are called verbs of action, but that do not seem to you to express action.
16. By reversing the assertion *The camp fire had been lighted before dark*, determine whether the verb is transitive or intransitive.

Diagram of the Object of a Verb

Because the direct object completes the meaning of the verb, it is placed after the verb on the principal line of the diagram.

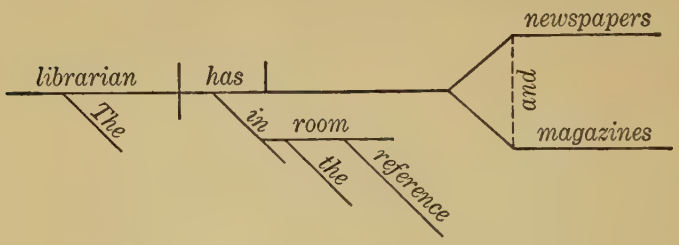
A vertical line that does not cut the principal line separates verb and object; thus,

The man rowed his boat upstream.



COMPOUND OBJECT

The librarian has newspapers and magazines in the reference room.



Exercise 49

Select the verb or verb-phrase in each of the sentences and tell whether it is transitive or intransitive.

If the verb is transitive, tell whether the subject or the object is the receiver of the action.

Tell whether the transitive verbs are in the active or in the passive voice.

Instructions for Study and Recitation

Read the sentence carefully for meaning. Select the verb or verb-phrase. Select the subject of each.

If the verb is a verb of action, determine whether any person or thing is affected by the action of the verb. Keep in mind that the receiver of the action may be either the subject or the object of the verb. Remember that verbs of being never have objects.

In the first twenty sentences, diagram simple subject, verb or verb-phrase, and object, if there is an object. Study the other sentences and be prepared to give reasons for your statements.

Recite as follows:

The boy threw the ball.

The verb *threw* is transitive because it asserts action passing from the subject *boy* to affect the object *ball.*

Mexico was conquered in 1521.

The verb-phrase *was conquered* is transitive because it asserts action passing from someone to affect the subject *Mexico.*

The pine tree grew very tall.

The verb *grew* is intransitive because it asserts action that does not pass over to affect anything.

1. The boy ran the car off the road.
2. Whom did you see?
3. Lay your hats on the table.
4. The boys were lying on the sand after a long swim.
5. Lightning struck the tall pine on the hilltop.
6. All the boys ran after the fire engine.
7. Who has been chosen in your place?
8. We listened to many stories of the war.
9. The soldier had fought in the trenches of France.
10. An entertainment was given for the benefit of the veterans.
11. A very light snow fell on Hallowe'en.
12. The snow fall spoiled the plans of the boys.
13. The ground was covered with the fallen leaves.
14. The women of the club prepared a special Thanksgiving dinner for the members and their friends.
15. A few outsiders were invited by the officers.
16. The turkey was roasted to a most appetizing brown.
17. The mince pies were delicious.
18. After the dinner an orchestra played jazz music.
19. Everyone danced the fox-trot and the waltz till a late hour.
20. No thought was given to the passing hours by any of the dancers.
21. A few old ladies in a corner smiled upon the dancing crowd.
22. They remembered the day of the quadrille and the polka.
23. Who owns the mountain resort on the far side of the lake?
24. On Armistice Day many persons visited the mountain camps at Fawnskin.
25. The visitors entertained themselves with outdoor sports.
26. Fawnskin has an open-air theater and a dance hall.
27. This " theater of the stars " has presented plays, concerts, and pantomimes.

28. A tiny stream flows between the hillside stage and the audience.
29. Members of the audience sit on boulders, fallen logs, camp stools, or the ground.
30. Many persons enjoy the music and plays of the "theater of the stars."
31. A pageant of the woods was given during the summer weeks.
32. Great interest in the protection of the forest was aroused by the pageant.
33. The forests need protection from careless visitors.
34. Thousands of acres of timber have been destroyed during the year because of carelessness.
35. The government maintains lookout stations in many places during the dry months of summer.
36. These lookout stations are usually closed during the winter.
37. Airplanes have been used over remote places for the better location of fires.
38. In the California forests, a great hollow redwood will sometimes burn for weeks.
39. The redwoods catch fire very slowly.
40. Lightning has sometimes started fire among the redwoods.

The Linking Verb

A **Linking Verb** is an intransitive verb that requires a complement.

A linking verb is so called because it links, or joins, its subject and its complement.

In each of the following expressions, the assertion of the intransitive verb is not complete:

The old fellow was
Surely the first baseman is not
The sky looks

When a noun, a pronoun, or an adjective is added, the assertion of the verb is complete.

The old fellow was the owner.
Surely the first baseman is not he.
The sky looks cloudy.

The linking verb *was* requires a complement, like *owner*, to complete its assertion. The linking verb *is* requires a complement, like *he*. The linking verb *looks* requires a complement, like *cloudy*.

Subjective Complement

The **Subjective Complement** completes the verb and refers to the subject. The name *subjective* is given to this complement because of its close relation to the subject.

The subjective complement may be a noun, a pronoun, or an adjective.

If the subjective complement is a noun or a pronoun, it means the same person or thing as the subject.

Napoleon was a Corsican.

The noun *Corsican* is the subjective complement of the verb *was* because it completes the verb *was* and refers to the subject *Napoleon*.

The verb *was* links the subject *Napoleon* and the subjective complement *Corsican*.

If the subjective complement is an adjective, it modifies the subject.

That horn sounds harsh.

The adjective *harsh* is the subjective complement of the verb *sounds* because it completes the verb *sounds* and modifies the subject *horn*.

The linking verb *sounds* joins the subject *horn* and the subjective complement *harsh*.

The subjective complement is also called predicate nominative, predicate noun, predicate pronoun, predicate adjective, or attribute complement.

The subjective complement usually completes the intransitive verb *be* in all its forms. It is also used with *become*, *seem*, *appear*, and the verbs of the senses like *taste*, *look*, and *sound*. These verbs are not always linking verbs; they are sometimes used without the subjective complement.

Many other verbs and verb-phrases may be used as linking verbs. Notice the different verbs and verb-phrases that link subject and subjective complement in these sentences:

Subject	Linking Verb	Subjective Complement
Napoleon	was became seemed to be came to be had proved	an absolute ruler.
The boys	had been appeared grew seemed looked ought to have been	eager for the trip.

In determining whether the complement of a verb is the object or the subjective complement, keep in mind that each completes a verb, but that the object names the receiver of an action, whereas the subjective complement refers to the subject.

Questions

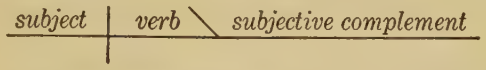
1. What is a complement?
2. What is a subjective complement?
3. Why is the name *subjective complement* given to this part of the sentence?
4. If the subjective complement is a noun or pronoun, in what way does it refer to the subject? Illustrate.
5. If the subjective complement is an adjective, in what way does it refer to the subject? What is the adjective used as subjective complement sometimes called?
6. What kind of verb, transitive or intransitive, may have a subjective complement?
7. What kind of verb, a verb of action or a verb of being, usually has a subjective complement?
8. Name a number of intransitive verbs that usually are linking verbs. Why are they called *linking verbs?*

9. Name five different forms of the verb *be.*
10. How may you determine whether a complement is the object of a verb or a subjective complement?
11. In the sentence *The road looks dusty,* what part of speech is *dusty?* What part of the sentence is *dusty?* What does *dusty* modify?

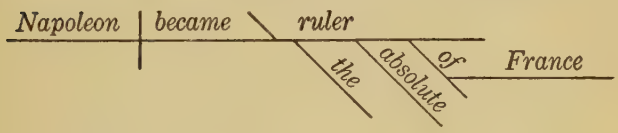
Diagram of the Subjective Complement

Because of its relation to the verb, the subjective complement is placed on the principal line of the diagram after the verb.

To indicate the relation between subject and subjective complement, the line between the verb and the subjective complement slants toward the subject; thus,



Napoleon became the absolute ruler of France.



Exercise 50

Complete each sentence of the exercise by supplying a linking verb or verb-phrase in the spaces indicated. Try to see how many different linking verbs may be used in each sentence.

Name the simple subject and the subjective complement of each verb or verb-phrase.

Recite as follows:

Napoleon became the emperor of France.

Napoleon is the subject of the verb *became.* The noun *emperor* is the subjective complement because it completes the linking verb *became* and refers to the subject *Napoleon.*

He is tall.

He is the subject of the verb *is*. The adjective *tall* is the subjective complement because it completes the linking verb *is* and modifies the subject *he*.

1. Lincoln _____ president during the Civil War.
2. Lincoln's death _____ a very great tragedy.
3. Johnson _____ president on the death of Lincoln.
4. Johnson _____ unfortunate in his relations with Congress.
5. Congress _____ unreasonable in its attitude toward the South.
6. One of the results of the post-war policy _____ the " carpet-bag " rule in the South.
7. The South _____ the prey of many lawless and dishonest men.
8. The South _____ again _____ prosperous.
9. _____ that he near the pitcher's box?
10. That _____ he on the players' bench.
11. She _____ _____ _____ angry then, but now she _____ entirely happy.
12. From all accounts, earliest man _____ _____ _____ a very ugly creature.
13. The day _____ _____ very warm.
14. Your hat _____ _____ the one on the floor.
15. This black dress _____ _____ very rusty in appearance.
16. The song of the thrush _____ sweet to the child.
17. _____ that important looking person really _____ he?
18. Many persons _____ ill during the voyage.
19. You _____ never _____ _____ the secretary, for the work _____ too heavy.
20. _____ life _____ always strenuous, or _____ some of its hours _____ idle?
21. I _____ not _____ chairman of that gathering for anything.
22. _____ you really _____ so indifferent to honors?
23. I _____ _____ indifferent, but I surely _____ not indifferent.

24. Oh, no! That _____ not _____ he.
25. You surely _____ fine in your new uniform.
26. The dog _____ _____ faithful to his first owner.
27. _____ those our players on the near side?
28. Those _____ our representatives across the field.
29. _____ not _____ so sad about the mere loss of a game!
30. If you _____ I, should you go?
31. This room _____ queer without the old picture.
32. Have you really _____ quite happy about the appointment?
33. Those old stumps _____ very black against the sky.
34. That last girl in the line _____ _____ she; no other girl _____ _____ so confident.
35. That _____ not she; that _____ Harriet.
36. I _____ not _____ he for a great deal.
37. If you _____ he, would you accept their offer?
38. Who _____ that person _____?
39. The sky suddenly _____ black with rain clouds.
40. If the last performer _____ not she, who played that selection?
41. One _____ very lazy on these warm June days.
42. How harsh that auto horn _____!
43. _____ not _____ too confident of our superiority.
44. Surely the directors of last year's production _____ not they.
45. You _____ very strange in that new coat.

Exercise 51

Select each verb and tell whether it is transitive or intransitive.

If the verb is transitive, tell whether the verb is in the active or the passive voice.

If the verb is intransitive, tell whether it has a subjective complement. If it has a subjective complement, tell what part of speech the complement is.

Diagram the first twenty sentences, or make parallel lists of subjects, predicates, and complements.

Recite from the written work, using the following form:

The French claim most of Morocco.

The verb *claim* is transitive because it asserts action affecting the object *most*. *Most* is the object of *claim* because it completes the verb *claim* and names the receiver of the action.

It is a long story.

The verb *is* is intransitive. The noun *story* is the subjective complement because it completes the linking verb *is* and refers to the subject *it*.

1. Kano is one of the largest native cities in Africa.
2. It is one of the chief industrial centers of Africa.
3. Kano is surrounded by a mud wall forty feet thick, fifty feet high, and fifteen miles long.
4. If you wish a house for yourself in Kano, you may help yourself to mud from the pond in the center of town.
5. The natives get mud for their houses from several such ponds inside the walls of their city.
6. The men set posts and weave the spaces between them with a tough bark.
7. The women spread the soft mud over the walls and floors with wooden tools.
8. The hot African sun dries the mud, and the walls become hard and solid.
9. After each rainy season, the walls must be repaired by the owner.
10. The Kano market is one of the largest markets in the world, and several thousand persons go there daily.
11. For a thousand years, Kano has been noisy, dirty, and overcrowded with travelers from all parts of Africa.
12. In this region many elephants are killed for their valuable ivory tusks.
13. Caravans continually come and go with ivory, ostrich feathers, dates, sugar, baskets, and tools for exchange.
14. Blocks of salt are brought to the Kano market from the Sahara mines.
15. Long lines of camels come with heavy loads of hides and skins from the oases to the north.

16. Many of these skins are made into fine Morocco leather.
17. Most of the leather finds its way from Kano to Morocco.
18. From Morocco the leather is distributed to European cities.
19. A great deal of Morocco leather is really Kano leather.
20. Soil in the vicinity of Kano is fertile, and grains and cotton are raised.
21. In front of many of the houses, the women weave coarse cotton cloth on home-made looms.
22. Many yards of this cotton cloth are sold in different parts of Africa.
23. In the animal market one is almost deafened by the bleating of sheep, braying of donkeys, lowing of cattle, and the groaning cry of camels.
24. In some booths of the market are huge piles of Kola nuts.
25. Like tea and coffee, Kola nuts have a stimulating effect, and by their use the natives prevent fatigue and hunger.
26. The natives cure some forms of sickness with the Kola nut.
27. When a proposal of marriage, a declaration of war, an acceptance or a refusal of a request is made, Kola nuts of the proper colors are sent.
28. Among the people of the market are many nomads from the desert, Jews with long black beards, and Arabs from Mediterranean countries.
29. During the year, probably a million persons pass through Kano for the sake of trade.
30. Kano can be reached only by caravan, as no railroads have yet been built in that section.
31. Kano lies in the French "sphere of influence."
32. A visit to Kano would certainly be interesting.
33. Travel by caravan becomes very tedious.
34. A visitor to old Kano should not expect the comforts of modern America.

PERSON

The **Person of a Verb** shows whether the subject is the person speaking, the person spoken to, or the person or thing spoken about.

The person of the verb may be indicated by the form of the verb. Notice the changes in form of the verb *be* which denote that

The subject is the person speaking: *I am*
The subject is the person spoken to: *you are*
The subject is the person spoken about: *he is*

Verbs have three persons.

The **First Person** of a verb denotes that the subject is the person speaking.

I was late.
We are here now.

The pronouns *I* and *we* denote the person speaking; therefore the verbs *was* and *are* are in the first person.

The **Second Person** of a verb denotes that the subject is the person spoken to.

You were late.
Thou art the king.

The subjects *you* and *thou* denote the person spoken to; therefore the verbs *were* and *art* are in the second person.

The **Third Person** of a verb denotes that the subject is the person or thing spoken about.

The boys were late.
The table is of oak.

The subjects *boys* and *table* denote the persons and the thing spoken about; therefore the verbs *were* and *is* are in the third person.

NUMBER

The **Number of a Verb** shows whether the subject means one or more than one.

The number of the verb may be indicated by the form of the verb.

Notice the changes in form of the verb *be* which denote that

The subject means one: *The boy is here.*
The subject means more than one: *The boys are here.*

Verbs have two numbers.

The **Singular Number** of a verb denotes that the subject of the verb means one person or thing.

The boy does his work well.

The subject *boy* means one person; therefore the verb *does* is in the singular number.

The **Plural Number** of a verb denotes that the subject of the verb means more than one person or thing.

The boys do their work well.

The subject *boys* means more than one person; therefore the verb *do* is in the plural number.

Person and Number: Forms

Both person and number may be indicated by the form of the verb.

Most verbs have few changes in form to denote person and number. The verb *be* has more changes than other verbs.

Study the changes in form of the verbs *be, have, do,* and *come.*

BE (Present Tense)

	Singular Number	Plural Number
First person	I am	we are
Second person	you are	you are
Third person	he is	they are

BE (Past Tense)

First person	I was	we were
Second person	you were	you were
Third person	he was	they were

HAVE (Present Tense)

First person	I have	we have
Second person	you have	you have
Third person	he has	they have

HAVE (Past Tense)

First person	I had	we had
Second person	you had	you had
Third person	he had	they had

DO (Present Tense)

First person	I do	we do
Second person	you do	you do
Third person	he does	they do

DO (Past Tense)

First person	I did	we did
Second person	you did	you did
Third person	he did	they did

COME (Present Tense)

First person	I come	we come
Second person	you come	you come
Third person	he comes	they come

COME (Past Tense)

First person	I came	we came
Second person	you came	you came
Third person	he came	they came

Learn the following contractions: *he doesn't, she doesn't, it doesn't, you weren't.*

Questions

1. How are the person and the number of a verb indicated?
2. What is denoted by each of the three persons?
3. What is denoted by each of the two numbers?
4. Changes in the form of a verb may indicate what changes in the subject?
5. Give the changes in the form of the verb *be* for the three persons and the two numbers.
6. What is indicated by the change from *am* to *is?* From *have* to *has?*
7. What is indicated by the change from *was* to *were?* From *come* to *comes?* From *do* to *does?*
8. In the present tense, third person, singular number, the verb ends in what letter?

Exercise 52

Using the subjects and the arrangement given for the verb *be*, give the three persons and the two numbers of *run, live, attacked, go, rise, went, rose, took, give, fall, choose, play, take, ran, drowned, see, seem, gave, puzzle, sit.*

Exercise 53

Using the subjects and the arrangement given below for *have gone*, give the three persons and the two numbers of the verb-phrases: *have given, have swum, have flown, had frozen, do give, am driven, was thrown, do fall, have taken, have come, was sitting, have rung, have eaten, do see, have shown, had drowned, have written, was believed, have brought, had drunk.*

HAVE GONE

	Singular Number	Plural Number
First person	I have gone	we have gone
Second person	you have gone	you have gone
Third person	he has gone	they have gone

Exercise 54

Give the person and the number of each verb or verb-phrase in the sentences of the exercise.

Instructions for Study and Recitation

Select the verb or verb-phrase and the subject.

Determine whether the subject denotes someone speaking, someone spoken to, or some person or thing spoken about. Determine also whether the subject means one or more than one person or thing. In determining the person and number of the subject, consider the subject alone. Do not consider any modifying phrase or any word except the subject.

Diagram the simple subject and the simple predicate.

Recite as follows:

Neither of the boys has played in the tournament.

The verb-phrase *has played* is in the third person, singular number, because the subject *neither* is a person spoken about and means one.

1. The boys of the band practice in the auditorium.
2. The leader of the boys practices with the municipal band.
3. You were the last person in the exhibition.
4. Weren't you chosen for the team?
5. All the boys from the district are entering the contest.
6. Not one of the many papers has been accepted by the judges.
7. Is the opinion of the judges quite fair?
8. The decision of the judges seems very fair.
9. We belong to the debating team from Whittier.
10. Everyone claims the right to his own opinion.
11. The last two persons in that line belong to the opposing side.
12. Neither of the boys has come here today.
13. We were given tickets for a benefit performance of "As You Like It."
14. Weren't you invited to the performance?
15. Each boy in the class was given a part in the play.
16. The work of the seniors was praised by the newspapers.
17. The speaker's desk stands on that side of the room.
18. Am I expected for the drill in the morning?
19. Not one of these books looks interesting.
20. All the rooms on the third floor look empty.
21. Is either of the speakers on the platform now?
22. A fifty-pound weight is more than I can carry.
23. Doesn't Cooper's "The Last of the Mohicans" come next in our course? No, it doesn't.
24. No one in the audience was prepared for the abrupt dismissal of the assembly.
25. His attention to plans and details has been one cause of his success.
26. That sentence doesn't sound right.
27. Correct use of verbs and pronouns surely seems difficult for the student.

28. Only one of us boys has been chosen for the contest.
29. Weren't you sitting in the balcony during the rehearsal?
30. I'm not qualified for the place which you have spoken about.
31. The bearer of the message ran until he was exhausted.
32. Doesn't that book interest you at all?
33. Is everybody prepared for discussion of the plans?
34. Am I not the one to whom you referred?
35. Aren't the lives of great people more interesting than fiction?

Person and Number: Correct Use

The form of the verb may be determined by the person and number of its subject.

A common error in speech is the use of a form of the verb that does not belong with the subject of the verb.

WRONG. *You was late.*
RIGHT. *You were late.*

Use of the verb *was* is wrong because the subject *you*, which is in the second person, either singular or plural number, requires the verb *were*.

WRONG. *Have either of the boys come yet?*
RIGHT. *Has either of the boys come yet?*

Use of the verb *have* is wrong because the subject *either*, which is in the third person, singular number, requires the verb *has*.

Learn this rule:

A verb should agree with its subject in person and number.

In the application of this rule, note that

1. The indefinites *each, every, either, neither, everybody, anybody,* and *somebody* imply one at a time, and therefore require the singular verb.

Each of the boys is giving his services.
Has either of the books been returned?
Every man in this district is casting his vote today.

2. Expressions of quantity considered in one mass, or amount, though expressed by a plural noun, require singular verbs.

Twelve tons was the weight limit on the bridge.

The noun *tons* is plural, but since the quantity *twelve tons* is thought of as one weight or mass, the verb *was* is singular.

3. If the words of a compound subject give the sense of one person or thing, the verb should be singular.

Bread and butter is good food for anyone.

The compound subject, *bread* and *butter*, is thought of as one thing, and so *is*, the singular verb, is used.

4. If the words of a compound subject give the sense of more than one person or thing, the verb should be plural.

Bread and butter are sold here.

The compound subject, *bread* and *butter*, gives the sense of more than one thing, and so the plural verb *are* is used.

5. If a compound subject is composed of singular nouns or pronouns joined by *or* or *nor*, the verb should be singular.

Neither the man nor the boy has come today.

The compound subject, *man* and *boy*, implies one person at a time, and so the verb-phrase *has come* is singular.

6. The collective noun sometimes requires the singular verb and sometimes the plural verb.

A **Collective Noun** is the name of a collection of persons or things considered usually as a unit, or one; for example, *crowd, band, assembly* are collective nouns.

If the sense of the collective noun is that of a unit, or one, the verb is singular.

A herd of cattle was grazing.

The singular verb-phrase *was grazing* is used because the noun *herd* is considered as one thing.

A crowd of men and boys was waiting at the closed door of the warehouse.

The collective noun *crowd* gives the sense of a unit, or one, and so the verb-phrase *was waiting* is in the singular number.

If the sense of the collective noun is that of the individuals composing the group, then the verb is in the plural number.

A crowd of men and boys were throwing missiles of all sorts at the strike breakers.

The subject *crowd* gives a sense of the individuals composing the group, and so the verb-phrase *were throwing* is in the plural number.

Questions

1. What is the rule for the agreement of the verb and its subject?
2. Name four indefinites that always imply one at a time.
3. What is a collective noun? Name ten collective nouns.
4. How is the form of the verb determined if the subject is a collective noun?
5. How is the form of the verb determined if the subject is compound? Give sentences illustrating two different uses.
6. Why is it correct to say *Each of the boys is here?*
7. Why is the verb *has* used correctly in the sentence *Neither of the men has an account in this bank?*
8. Why is it correct to use the verb *was* with the subject *dollars* in the sentence *The ten dollars was soon spent?*
9. Which is correct: *Pen and ink are on the desk*, or *Pen and ink is on the desk?* Why?
10. What is the difference in meaning between *The baseball nine has a fine record* and *The baseball nine have fine records?* Are both sentences correct?

Exercise 55

Choose the correct word to use in each sentence of the exercise and give the reason for your choice.

Instructions for Study and Recitation

Find the simple subject. Determine whether it means one or more than one and whether it is in the first, second, or third person.

Do not let any modifying phrase determine the number of the verb. The person and number of the verb is determined by the subject and by nothing else.

Diagram or list the simple subject and the simple predicate of the first twenty sentences.

Recite as follows:

A crowd of men and boys were throwing missiles of all sorts at the strike breakers.

The verb-phrase *were throwing* is in the plural number because the collective noun *crowd* gives a sense of the individuals composing the group.

Is any one of the girls at home?

The verb *is* is in the third person, singular number, to agree with the singular subject *one*.

Be prepared to read rapidly a group of ten or more sentences, using without hesitation the correct word in each sentence.

1. Each of the girls *has, have* brought a book.
2. All of the family *is, are* now at home.
3. The arrangement of those numbers *looks, look* very interesting.
4. Nearly everyone *is, are* giving to that cause.
5. *Is, are* either of your sisters in this school?
6. *Has, have* either of the boys come yet?
7. Ten pounds of sugar *is, are* the amount in that sack.
8. Every man and boy in the crowd *was, were* waiting for a ride on the camel.
9. Not one of them *was, were* eager for a second ride.
10. Neither of us *is, are* going to the game.
11. The crowd *was, were* dispersed by the firemen.
12. The crowd *was, were* running in all directions.

13. Everybody *was, were* invited to the state picnic.
14. *Has, have* neither of the partners come in yet?
15. Every one of the boys *is, are* playing in the tournament.
16. Harriet *don't, doesn't* wish a place in tomorrow's game.
17. Each of the pupils *has, have* been assigned to a place.
18. Not one of all the people in the audience *was, were* listening to the announcements.
19. Neither of the delegates *has, have* qualified for the office.
20. Any one of those men *is, are* good at that kind of work.
21. Mathematics *is, are* my most difficult subject.
22. Butter and milk *is, are* necessary for a good cake.
23. Black and orange *is, are* the color combination that he liked best.
24. You *wasn't, weren't* the only person in a traffic tie-up.
25. It *don't, doesn't* make any difference to me.
26. Neither Mary nor Alice *was, were* in the contest.
27. Forty pounds *is, are* a heavy pack for my knapsack.
28. *Has, have* either Norway or Sweden a king?
29. Each of the six horses *has, have* learned the same tricks.
30. A whole case of twenty-four cans of milk *is, are* frozen.
31. *Wasn't, weren't* you the pitcher on the team?
32. Any one of the boys *is, are* eligible.
33. A school of porpoises *comes, come* into the bay very often.
34. The school of porpoises *plays, play* about and *leaps, leap* out of the water.
35. Fifteen dollars *is, are* the right amount for that work.
36. A flock of mountain quail *lives, live* in a residence district of Tacoma, Washington.
37. This little covey of birds *is, are* left from the forest days of that section.
38. *Wasn't, weren't* you the only one eligible for the school letter?
39. Two tons *is, are* the correct load for that small truck.
40. A forest of young spruce trees *was, were* wrecked by the storm.
41. The swarm of bees *follows, follow* the queen from the hive.
42. A pair of swallows *is, are* building a nest under the eaves.
43. Either of these books *gives, give* a very good explanation of percentage.

44. An acre of blooming tulips *brings, bring* fair profits of several sorts.
45. That group of tall pines *shows, show* the effects of the heavy wind, for many have broken tops.

Exercise 56

Read each sentence of the exercise rapidly, inserting in the blank the correct form of the verb that is named below it.

In preparing the lesson, write the number of the sentence, the simple subject, the verb to be inserted, and an abbreviation to indicate the person and number of the verb; thus,

It _____ *n't seem very late.*
present of *do*

1. *it doesn't* 3 S.

1. _____ you the only one who went?
past of *be*
2. Each of the four colors _____ changed.
present of *have*
3. _____ either of the players come yet?
present of *have*
4. _____*n't* it look as if it would rain?
present of *do*
5. _____ neither of the girls in the house?
present of *be*
6. I think you _____*n't* here on time.
past of *be*
7. Each of the five men _____ paid for three hours' work.
present of *be*
8. Bread and butter _____ a nourishing food.
present of *be*
9. Ten pounds of sugar _____ the amount in the package.
present of *be*
10. Every one of the boys _____ a hard-fought game.
present of *expect*
11. Each of the pieces _____ in a special place.
present of *fit*
12. Pink and red _____ an unusual combination of color.
present of *be*
13. He _____*n't* have any leisure.
present of *do*
14. Neither of the men _____ gone today.
present of *have*

15. The use of so many keys and stops on the pipe organ _____ a mystery to me.
present of *be*
16. Neither of the boys _____ willing that I should have
present of *seem*
the book.
17. You _____*n't* going very far.
past of *be*
18. The car _____*n't* run very well today.
present of *do*
19. A flock of sheep _____ driven through the storm.
past of *be*
20. _____ either of you going to the play?
present of *be*
21. _____*n't* either of us expected?
past of *be*
22. It _____*n't* seem possible that the year has gone.
present of *do*
23. Daily I _____ to him, "Leave the tickets there."
present of *say*
24. You _____ *n't* home when we came.
past of *be*
25. If neither of those books _____ yours, I shall take them
present of *be*
both to the library.

Exercise 57

Change the italicized verbs or auxiliaries in the past tense to the present tense, and those in the present tense to the past tense.

1. His belief in spirits, ghosts, and goblins *puzzled* me.
2. A crowd of boys and girls *were* running in all directions away from the scene of the accident.
3. Each of the children *was* crying.
4. *Aren't* you near the place?
5. *Is* either of your parents at home?
6. That *didn't* look like my writing.
7. Not any one of all the class *went* to the assembly.
8. The principal *didn't* teach any classes.
9. This kind of work *didn't* take great skill.
10. *Is* either of the officers reëlected?
11. Every one of the girls present *had* tried that problem.

12. A swarm of bees *is* hanging to a branch of that tree.
13. Neither of the boys *was* coming.
14. *Weren't* you given the new rules for the season's games?
15. He *said* that the cap *didn't* belong to him.
16. That arrangement *didn't* seem right.
17. I *said* that the answer *was* correct.
18. Each of the girls *gave* an hour to the work.
19. It *didn't* often rain in the desert.
20. *Did* every one of you bring your lunch?
21. Why *doesn't* someone open the ticket office?
22. One cup of flour for two cups of milk *was* the right proportion.
23. That book *didn't* interest any of us.
24. A great herd of buffaloes *was* rounded up in Yellowstone Park.
25. Every one of the visitors *was* thrilled when the cowboys *stampeded* the herd.

TENSE

The **Tense** of a verb denotes the time of the assertion.

There are six tenses: three simple tenses and three compound tenses.

The three **simple tenses** are the present, the past, and the future.

The simple tenses denote time only.

Present Tense denotes present time.

He is here today.
There they go.

The form of the verb *is* and of the verb *go* denotes present time.

Past Tense denotes past time.

I was here yesterday.
I went to the fair.

The form of the verb *was* and of the verb *went* denotes past time.

Future Tense denotes future time.

The future tense form is composed of the auxiliary *shall* or *will* + the infinitive of the given verb.

I shall be here tomorrow.
He will go to the fair.

The form of the verb-phrase *shall be* and of the verb-phrase *will go* denotes future time.

The three **compound tenses** are the present perfect, the past perfect, and the future perfect.

The three compound tenses denote the time of completed action or being in relation to another time, present, past, or future.

Present Perfect Tense denotes action or being completed up to and including the present time.

It is composed of the auxiliary *have* + the past participle of the given verb.

I have been here every day this week.
He has gone.

Past Perfect Tense denotes action or being completed before another past time.

It is composed of the auxiliary *had* + the past participle of the given verb.

I had been to the beach so often that I decided to spend the day elsewhere.
He had gone before the others arrived.

Future Perfect Tense denotes action or being to be completed before a given time in the future.

It is composed of the auxiliaries *shall have* or *will have* + the past participle of the given verb.

I shall have been there and back before he comes.
He will have gone before six o'clock.

Questions

1. How does the verb indicate the time of the assertion?
2. What are the simple tenses? What does each denote?

3. What are the future tense auxiliaries?
4. What does each of the compound tenses denote?
5. How is the present perfect tense formed? The past perfect tense? The future perfect tense?

Exercise 58

Select each verb in the sentences of the exercise. Tell whether the verb is transitive or intransitive, and give the tense, person, number, and agreement with the subject.

Diagram simple subject, simple predicate, and complement, if there is one, of the first twenty sentences. Refer to the diagram in reciting.

1. Charlie Chaplin's first experience before the microphone was a very amusing one.
2. On several occasions he had refused emphatically to deliver a speech to an unseen audience.
3. Like every other actor, Charlie wanted all possible publicity.
4. He was finally persuaded by the manager of a broadcasting station at Newark.
5. This manager had a whimsical idea.
6. This idea appealed to Chaplin's sense of the ludicrous.
7. The manager wrote Charlie's speech for him.
8. In the car on the way to Newark, Chaplin read and reread the few lines of his speech.
9. He was really very nervous and dreaded the task before him.
10. After they had reached the broadcasting station, Chaplin began his talk over the radio.
11. He said that many people knew him because of his pictures, but that they did not know his musical accomplishments.
12. He had arranged an unusual program for his audience.
13. "During this evening you shall hear nearly every musical instrument," was the gist of his next announcement.
14. "You shall first hear the piano."
15. A good pianist then played a very difficult selection.
16. After that Chaplin again addressed his audience.
17. "My skill on the violin equals my mastery of the piano."

18. An accomplished violinist next played upon his instrument.
19. Chaplin spoke of his acquaintance with half a dozen other instruments.
20. A half dozen different musicians were heard in turn.
21. Chaplin then made a very surprising announcement.
22. " You have listened to many different instruments separately.
23. " You shall now hear them all at one time."
24. A special orchestra played a rousing number.
25. Once again Charlie Chaplin's audience had been given a hearty laugh.
26. When Chaplin had spoken his last line, he exclaimed, " Whew! I'm sure I've lost nine pounds in fifteen minutes! "

Regular and Irregular Verbs

A **Regular Verb** forms its past tense and its past participle by adding *d* or *ed* to the present tense form.

An **Irregular Verb** forms its past tense and its past participle in some other way than by adding *d* or *ed* to the present tense form.

The **Principal Parts** of a verb are the present tense, the past tense, and the past participle.

The Principal Parts of Regular Verbs

Present Tense	Past Tense	Past Participle
attack	attacked	attacked
dive	dived	dived
drown	drowned	drowned
live	lived	lived
raise	raised	raised

The Principal Parts of Irregular Verbs

The changes in form of the irregular verbs cause many errors in speech. The principal parts of the irregular verbs

whose past tenses and past participles are different should be memorized.

The following list contains the principal parts of those irregular verbs that often give trouble in speech.

If there are two forms, both are in good use, but the first is sometimes preferable.

Present Tense	Past Tense	Past Participle
arise	arose	arisen
awake	awoke, awaked	awaked
be	was	been
bear (carry)	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bid	bade, bid	bidden, bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
buy	bought	bought
choose	chose	chosen
cling	clung	clung
come	came	come
creep	crept	crept
deal	dealt	dealt
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
flee	fled	fled
fly	flew	flown
forbear	forbore	forborne
forbid	forbade	forbidden
forget	forgot	forgotten, forgot

Present Tense	Past Tense	Past Participle
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hide	hid	hidden, hid
keep	kept	kept
know	knew	known
lay	laid	laid
lend	lent	lent
lie (recline)	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
set	set	set
shake	shook	shaken
shine	shone	shone
shoe	shod	shod
show	showed	shown
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
speak	spoke	spoken
spin	spun	spun
spread	spread	spread
spring	sprang	sprung
steal	stole	stolen
sting	stung	stung
stride	strode	stridden

Present Tense	Past Tense	Past Participle
string	strung	strung
strive	strove	striven
swear	swore	sworn
swell	swelled	swelled, swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
throw	threw	thrown
wake	woke, waked	waked
wear	wore	worn
weave	wove	woven
wring	wrung	wrung
write	wrote	written

Exercise 59

Write the present tense forms of the irregular verbs given in the list. Without reference to the book, write the past tense and the past participle of each.

Compare your work with the list given, both for correct forms and for spelling.

Learn the principal parts of the verbs that you do not know. In learning the principal parts of the verbs, think of the auxiliary verb *have* with the past participle. For example, the principal parts of the verb *do* are: present tense, *do;* past tense, *did;* past participle, [*have*] *done.*

Exercise 60

1. Using the form given on page 159, with *I* as the subject, give the six tenses of *eat, go, lie, sit, swim, take, give, lay, rise.*

2. Using *you* as the subject, give the six tenses of *rise, write, dive, sink, drink, try, do, drive, light, come.*

3. Using *he* as the subject, give the six tenses of *be, set, ride, become, run, draw, buy, begin, attack, drown.*

PRESENT TENSE. *I make*
PAST TENSE. *I made*
FUTURE TENSE. *I shall make*
PRESENT PERFECT TENSE. *I have made*
PAST PERFECT TENSE. *I had made*
FUTURE PERFECT TENSE. *I shall have made*

Exercise 61

In each sentence of the exercise, select the verb, the simple subject, and the complement, if there is one.

Tell whether the verb is transitive or intransitive, regular or irregular. Give its principal parts and tense.

In the first twenty sentences, diagram each verb, its simple subject, and any object or subjective complement.

Refer to the diagram in reciting.

KIT CARSON

Kit Carson was a famous guide and trail-maker during the first half of the nineteenth century. He was born in Kentucky in 1809. He grew up amid the wildest surroundings of frontier Missouri.

Kit's father was killed by a falling tree. At this time Kit was only nine years old. His mother apprenticed him to a saddler. Kit hated the work intensely. For the first and only time in his life he flinched from his orders and ran away.

At that time his older brothers were traders between St. Louis and Santa Fe. To their surprise young Kit gayly joined them in Independence. In no weak language they refused his company. He pretended obedience to their orders. He rode his mule dejectedly out of sight of camp in the direction of Lafayette. Then he dismounted and with a vigorous kick started the mule toward home. He returned blandly on foot to his brother's camp.

They were furious at his disobedience. They marched him before the colonel in command of the caravan. The colonel was pleased with the boy and took him with them.

Carson became a famous guide for parties going west over the Santa Fe trail.

While they were on the trail, the men in turn obtained the rations and served them. Once Kit was out on a foraging expedition and nearly lost his life in his search for food. He had just emptied his rifle; he heard a crashing noise in the brush; two grizzlies appeared. Kit ran for a tree with the bears after him, and climbed up with the bears at his heels.

Now bears climb trees, but they are not fond of climbing. These bears sat for a moment and thought about it. In that moment Kit cut a few sharp whips. Presently a grizzly started up the tree after his game. Kit reached down and slapped him sharply over the nose with a whip. The bear backed down. In a few minutes he started up again. Again he was whipped on his tender nose. This climbing and whipping continued all day. At first the grizzlies grew more and more angry. Finally they became disgusted and lumbered away. Then Kit descended from the tree and returned to camp.

Carson accompanied the John C. Fremont expedition to California in 1842. The party was lost for a time in the far West and encountered terrible difficulties. Men became desperately ill and died from exposure. In despair Fremont sent Carson ahead. Carson returned with the cheering news that across the next range of mountains lay the Sacramento Valley.

Carson, for various excellent services, was finally made a general. He obtained the post of Indian agent at Taos. The hostile Apaches believed in Carson's absolute honesty and fairness. Six-foot braves often strode into camp and laid their troubles at the feet of their five-foot-six-inch " father " and got justice from him. They loved Kit Carson whole-heartedly.

Carson died in Colorado in 1868. He is claimed by many ambitious cities and states. Colorado has recently erected a statue of the great trail maker on pony back. The whole West claims a share of Kit Carson and honors his achievements.

Exercise 62

Give the three persons and the two numbers of the following verbs in the tense called for:

lie (*recline*) past tense
take past tense

fling past tense
dive past tense
lay past tense
grow past perfect tense
hide present perfect tense
lie (*recline*) present perfect tense
draw future tense
rise past perfect tense
see present perfect tense

Exercise 63

Write sentences using the verbs of the following list in any person and number. Underline the verb or the verb-phrase in each sentence.

Write the sentences in the following form:

Lie Present tense: The books lie on the table.

1. Past tense of *see*
2. Present perfect tense of *give*
3. Past tense of *draw*
4. Past perfect tense of *know*
5. Present perfect tense of *begin*
6. Past tense of *come*
7. Present perfect tense of *ring*
8. Future perfect tense *of freeze*
9. Past tense of *do*
10. Past tense of *go*
11. Present perfect tense of *lie* (*recline*
12. Past tense of *sit*
13. Present tense of *write*
14. Past perfect tense of *speak*
15. Past tense of *lay*
16. Present perfect tense of *wear*
17. Past perfect tense of *write*
18. Past tense of *swing*

19. Present tense of *tear*
20. Past tense of *wear*
21. Past perfect tense of *sing*
22. Past tense of *lie (recline)*
23. Past tense of *lay*
24. Past perfect tense of *fly*
25. Present perfect tense of *sit*
26. Past perfect tense of *go*
27. Future tense of *set*
28. Present perfect tense of *burst*
29. Past tense of *steal*
30. Past tense of *shake*

Irregular Verbs: Correct Use

In order to use irregular verbs correctly, note that:

1. Both the meanings and the principal parts of certain verbs that sound alike should be learned. For example, the verb *lie* means *to recline;* the verb *lay* means *to put* or *to place.* The verb *rise* means *to move upward;* the verb *raise* means to *lift.*

WRONG. *Yesterday the boys laid on the sand for several hours.*
RIGHT. *Yesterday the boys lay on the sand for several hours.*

WRONG. *The old dog raised up and walked stiffly away.*
RIGHT. *The old dog rose and walked stiffly away.*

2. The past tense form of the verb is used without an auxiliary.

WRONG. *They have went home.*

The past tense form *went* should not be used with the auxiliary *have.* The sentence is corrected by using the past tense form *went* as the simple predicate, or by using the auxiliary *have* with the past participle *gone* to form the predicate *have gone.*

RIGHT. *They went home.*
RIGHT. *They have gone home.*

3. The past participle may be used in the predicate with a form of the auxiliary *be* or *have* as part of a verb-phrase.

WRONG. *The men done the work in record time.*

In this sentence the past participle *done*, used in the predicate, must have a form of the auxiliary *have*. The sentence is corrected by supplying the auxiliary *have* with the participle *done* to form the predicate or by using the past tense form *did* as the predicate.

RIGHT. *The men have done the work in record time.*
RIGHT. *The men did the work in record time.*

4. The auxiliary *ought* is used with an infinitive to form a verb-phrase.

RIGHT. *You ought to vote on that question.*
RIGHT. *You ought to have voted on that question.*

5. The auxiliary *had* should not be used with the auxiliary *ought* to form a verb-phrase.

WRONG. *The windows had ought to be cleaned.*
RIGHT. *The windows ought to be cleaned.*

6. The auxiliary *have*, often pronounced carelessly, should never be written *of*.

WRONG. *He will of left before you arrive.*
RIGHT. *He will have left before you arrive.*

Learn these two rules:

1. The past tense should never be used with an auxiliary verb.
2. The past participle should never be used alone as a predicate; it must have an auxiliary verb.

Exercise 64

In each sentence choose the correct form for the predicate. In reciting, give a reason for your choice.

Recite as follows:

1. *He has* ***run, ran*** *the race in record time.*

He has run the race in record time is correct because the past participle *run*, not the past tense form *ran*, should be used with the auxiliary *has*.

2. *He* ***did, done*** *his work well.*

He did his work well is correct; the past participle *done* should not be used alone as the predicate.

1. The game *began, begun* promptly.
2. Neither of the men has *became, become* accustomed to the idea.
3. Has the leader *spoke, spoken* to you about the present plan?
4. The game may have *began, begun* before this time.
5. The beautiful vase was *broke, broken* in its fall.
6. Have you *bade, bidden* your friends good-by?
7. The wind has *blew, blown* the leaves from all the trees.
8. Haven't you *broke, broken* the cover of your book?
9. The captain should not have *chose, chosen* him for the center.
10. The others *became, become* angry and played badly.
11. The toy balloon had *rose, risen* suddenly.
12. Was either of the new men *chose, chosen* for the contest?
13. Nobody *came, come* during the afternoon.
14. Has any one of the neighbors *came, come* to the meeting?
15. The mayor has *forbid, forbidden* the meeting.
16. They *did, done* a good piece of work on that building.
17. Have the ducks *flew, flown* back to the lake yet?
18. They *began, begun* their flight early.
19. Last year they *came, come* in August.
20. By November the ponds will be *froze, frozen.*
21. I have *drank, drunk* two glasses of water.
22. I *could of, could have* come earlier.
23. All the sandwiches were *ate, eaten* when we *came, come* back.
24. Hasn't the bell *rang, rung* yet?
25. The car had been *drove, driven* for several years.

Exercise 65

Complete each sentence by supplying the correct verb in the blanks. The infinitive form of the verb to be used is given in parentheses at the end of the sentence. Name the predicate of each sentence.

1. If the oranges are _____, they are useless. (to freeze)
2. I have _____ to every tree and have examined the fruit carefully. (to go)
3. You must have _____ the largest number. (to draw)
4. When he _____, the prizes were given to the contestants. (to come)
5. No one had _____ whose name would be given to the judges. (to know)
6. After we had gone, the bell was _____. (to ring)
7. The children ran to the door and _____ a stranger there. (to see)
8. He _____ the work on your car yesterday. (to do)
9. If you _____ the last game, you _____ the best game of the series. (to see)
10. The river had _____ three inches during the night. (to rise)
11. After he had spoken to the crowd, he _____ upon his horse and rode away. (to spring)
12. When the moon had risen, it _____ very dimly. (to shine)
13. The earth has often _____ with the tread of marching men. (to shake)
14. You have _____ all interscholastic records. (to break)
15. After the boys had _____ out of the rear door, we came to the front door for them. (to steal)
16. The wind may have _____ the sand in piles upon the highway. (to blow)
17. Have you ever _____ across the desert? (to drive)
18. Each of those boys has _____ in the glee club. (to sing)
19. After I had _____, I heard the alarm clock. (to rise)
20. The pages of this book are _____, and the cover is broken. (to tear)
21. He has often _____ my cap and worn it. (to take)
22. One judge has _____ our boys first place in the contest. (to give)

23. Your paper is badly _____. (to write)
24. Has either of the boys _____ to the float? (to swim)
25. Yes. He _____ there and then dived into the water. (to swim)
26. If the line is _____, it should be mended before you take it with you. (to break)

Present and Past Tenses: Use

Certain principles governing the use of the tense forms should be observed.

1. The present tense should be used for expressing habitual action or timeless truths.

We go to the Maine woods every summer.

The present tense is used because the action expressed is habitual.

Father explained that molecules are not the smallest units of matter.

The verb *are* is in the present tense because it is used in expressing a timeless truth.

2. For the sake of consistency in tense forms, a change of tense should not be made except to denote a change in the time of the action.

Wrong. *He came close to the window and whistles for his dog.*

The past tense *came* and the present tense *whistles*, joined by the conjunction *and*, are used to make a single assertion. The statement is not possible. One verb denotes action in past time; the other, in present time.

The sentence is corrected by using both verbs in the past tense or both in the present tense, according to the meaning intended.

Right. *He came close to the window and whistled for his dog.*
Right. *He comes close to the window and whistles for his dog.*

A change in the time of the action is shown by a change of tense form.

RIGHT. *The postman passes this house every day, but has never left a letter.*

The verbs *passes* and *has left* are of different tenses because the time of the action expressed by each verb is different. *Passes* expresses habitual action; *has left* expresses action completed in present time.

Exercise 66

In the following sentences choose the correct forms of the italicized words and give the reason for your choice. In some of the sentences, either form is correct.

1. The peddler *comes, came* to the door and asked for the lady of the house.
2. Mother gave me directions about the housekeeping and then *leaves, left* the work to me.
3. When the author of today writes, he *takes, took* care of his own work.
4. The cowboy dismounted and *wonders, wondered* where he could find drinking water.
5. When the wind began to blow, he *jumps, jumped* upon the pony's back and *starts, started* toward camp.
6. Brass *is, was* a composition metal that *has, had* long been used.
7. Every day the bird flew to the window and *carries, carried* away the food that we *leave, left* there for her.
8. To foreigners as well as to Americans, Abraham Lincoln *seems, seemed* the typical American.
9. Roosevelt's life *combines, combined* a more interesting group of activities than McKinley's *does, did.*
10. The smell of newmown hay drifts in through the window and *makes, made* me eager for the vacation.
11. Presently he walked to the group of pines near-by and *begins, began* to build the campfire.
12. He went carefully to work and soon *has, had* a cheerful blaze under the coffee-pot.
13. The camper piled the wood upon his fire so that he might have a welcome for the fishermen when they *return, returned* to camp.

14. He *unwraps, unwrapped* the bacon, *slices, sliced* a number of thick pieces, and put them into a skillet.
15. Where did you say Kano *is, was?*
16. Did you learn of what gases the air *is, was* composed?
17. She told us that the sun *rises, rose* in the east.
18. We made our arrangements for a day at the beach, and by nine o'clock we *are, were* at the station.
19. We watched the door of the station anxiously, and when the stragglers *come, came,* we *give, gave* a shout of satisfaction.

Future Tense: Forms and Uses

Correct use of the future tense auxiliaries gives added force and clearness to speech.

Learn the following rules for the uses of *shall* and *will* in statements:

1. To express futurity or expectation, use *shall* with the first person and *will* with the second and the third person.

	Singular Number	Plural Number
First person	I shall	we shall
Second person	you will	you will
Third person	he will	they will

2. To express determination or willingness on the part of the speaker, use *will* with the first person and *shall* with the second and the third person.

	Singular Number	Plural Number
First person	I will	we will
Second person	you shall	you shall
Third person	he shall	they shall

Learn the following rules for the uses of *shall* and *will* in questions:

1. In questions of the first person, use *shall*.

Shall I take your books?
Shall we be excused at three o'clock?

2. In questions of the second and the third person, use the auxiliary that is expected in the answer.

To the question, *Shall the game be played tomorrow even if it rains?* the expected answer is, *The game shall be played tomorrow.* The use of the auxiliary *shall* with the third person *game* expresses determination on the part of the one questioned.

To the question, *Shall you be at home this evening?* the expected answer is, *I* or *we shall be at home this evening.* The auxiliary *shall* with the first person *I* or *we* expresses expectation on the part of the one questioned.

To the question, *Will you be at home this evening?* the expected answer is *I* or *we will be at home this evening.* The auxiliary *will* with the first person *I* or *we* expresses promise on the part of the one questioned.

Questions

1. What are the future tense auxiliaries?
2. How is futurity or expectation expressed?
3. How is determination on the part of the speaker expressed?
4. What future tense auxiliary is used in questions of the first person? Of the second person? Of the third person?
5. What is the expected answer to the question, *Shall you go east this month?* What does the expected answer express?
6. Why is *shall* used in the question, *Whom shall we choose for president?*
7. With the subject *you,* what auxiliary should be used to express futurity? With the subject *they?*
8. With the subject *we,* what auxiliary should be used to express determination? With the subject *they?*
9. With the subject *they,* what auxiliary should be used to express expectation? With the subject *we?*
10. What does the statement *They shall not pass* express? What is the rule that governs the statement?
11. What is the difference in meaning between the two statements, *We will not come tomorrow* and *We shall not come tomorrow?*

Exercise 67

Tell what meaning is expressed by the use of the auxiliary *shall* or *will* in each sentence of the exercise.

Instructions for Study and Recitation

Select the verb-phrase and its subject. Determine whether the subject is in the first, second, or third person. Use the rule that applies to the sentence that you are considering.

Make a list of the verb-phrases and their subjects.

Write after each verb the person (1, 2, or 3) and the word or its abbreviation that tells what the auxiliary expresses; thus,

I shall come. 1. Futurity

Recite as follows:

I shall come tomorrow.

I, the subject of the verb-phrase *shall come*, is in the first person.

Shall with the first person expresses futurity.

Shall you study French?

The expected answer to this question would be *I shall study French*, denoting expectation on the part of the one questioned. *Shall* with the first person *I* denotes futurity.

1. "I will never yield," he said. "Never! I will die first."
2. "When shall we three meet again
   In thunder, lightning, or in rain?"
3. Will America take part in European affairs?
4. Shall America take part in European affairs?
5. Will you go with me to the concert?
6. You shall have any book in the library.
7. We shall go to San Francisco on the early boat.
8. I will be in my office by nine o'clock.
9. Shall you begin a new book tomorrow?
10. When shall we expect the car?

11. The car will surely be there in an hour.
12. I shall not be satisfied until this work is done.
13. You shall not spend another hour on it.
14. It will rain before night, and I shall certainly be glad.
15. The dust will be laid, and the flowers will revive.
16. You shall not leave this house today; I will not permit it.
17. What will you do if no one comes?
18. The Grays will travel if they lease their home.
19. Whom shall we invite?
20. Whom will you take in your car?
21. No one shall leave the room until the signal is given.
22. I shall ride the bay horse in the horse show.
23. You will ride the gray, won't you?
24. That boy shall have another chance.
25. He will appreciate your interest in his paper.
26. Mrs. Loring will be given first place in the exhibition.
27. I will arrange a program if you will come.
28. The leaves will soon turn yellow, and we shall have frost.
29. These doors shall never be closed to one in need.
30. You shall not receive a diploma if your work is incomplete.
31. You will not receive a diploma if your work is incomplete.
32. I will complete my work; you may depend on that.
33. No book shall be taken from the shelf without permission.
34. Thou shalt not steal.
35. Tomorrow will surely be fair.
36. Who will be chosen for the leading part?
37. Whom shall we choose?
38. All the flowers will surely have frozen.
39. Will you please play the first number again?
40. Probably I shall be misunderstood, but I will answer this letter anyway.
41. Your coat is torn; shall one of the girls mend it for you?
42. No, thank you; I shall mend it later.
43. I shall soon reach the river, where I will wait for a boat.
44. George shall be the one to drive the new car first.
45. You shall not ride in that airplane; it is unsafe.
46. What shall I take on the picnic?
47. You will not be expected to bring anything.
48. That boat will surely sink if another person gets into it.

49. The game undoubtedly will be postponed if it rains.
50. The game shall be played, rain or shine.

Exercise 68

Decide which auxiliary should be used in each of the sentences and give the reason for your choice.

1. I think I *shall, will* go to town next week.
2. *Shall, will* we see you during your visit?
3. We *shall, will* visit in Kansas City on our way to Chicago.
4. *Shall, will* you stay there long?
5. We *shall, will* be there for several days.
6. I am determined that you *shall, will* finish your schooling here.
7. He *shall, will* surely bring the papers back.
8. We *shall, will* most certainly be expected for class.
9. If their estimates are correct, they *shall, will* have an unusually heavy season.
10. That bridge *shall, will* surely be washed away if the waters do not soon subside.
11. *Shall, will* I hold your books for you?
12. *Shall, will* you go with me to the entertainment?
13. *Shall, will* you close that door, please?
14. That husky *shall, will* fight for the leader's place on the dog team.
15. Tomorrow *shall, will* surely be fair.
16. You *shall, will* not go there if I can prevent it.
17. You *shall, will* not go there if you care for my opinion of your actions.
18. We *shall, will* probably not be happy if we go.
19. When *shall, will* you start home, today or tomorrow?
20. What *shall, will* you give for this paper?
21. I *shall, will* finish this paper before I leave, if it takes all night.
22. You *shall, will* not cross the stream at that place, for the bridge is unsafe.
23. I am positive that the bridge *shall, will* soon be rebuilt.
24. That boy *shall, will* be the first representative from this district.
25. Harriet *shall, will* take those packages for you.

Exercise 69

Supply the auxiliary that will give to each sentence the meaning indicated by the expression in parentheses.

Name the subject of the verb-phrase and tell in what person it is.

1. We _____ probably be sent from the room during the discussion. (Expectation)
2. I _____ not go unless I am compelled. (Determination)
3. You _____ not have a new folder, if I have any authority in the matter. (Determination)
4. The boys _____ not hunt tomorrow, as the season is closed. (Futurity)
5. Mary _____ have a better education than I have had; upon that I am determined. (Determination)
6. You _____ be allowed another trial, I feel sure. (Futurity)
7. I _____ be late for class! (Futurity)
8. You probably _____ be late, as the bell rang some time ago. (Futurity)
9. No one _____ enter these grounds. (Determination)
10. A fine of ten dollars _____ be imposed if this order is disregarded. (Futurity)
11. We _____ choose James for captain. (Futurity)
12. James _____ not be captain; he doesn't know the rules of the game. (Determination)
13. I _____ not be gone five minutes, I promise. (Promise)
14. If you are, you _____ not go with us; I _____ not allow it. (Determination)
15. No one _____ help me, and so I _____ leave part of this unfinished, I fear. (Futurity)
16. The dog _____ not be tied any longer. (Determination)
17. He _____ surely jump for joy when you release him. (Futurity)
18. What _____ he do if no one is at home? (Answer to express futurity)
19. _____ you go driving with me this afternoon? (Answer to express promise)
20. I _____ go if I can; or rather, if I may. (Promise)

21. _____ you be at home by three o'clock? (Answer to denote expectation)
22. The union must and _____ be preserved, even at the cost of war. (Determination)
23. Oil on the road _____ make the car skid. (Futurity)
24. _____ you be prompt after this, please? (Answer to express promise)
25. What _____ he do to improve this state of affairs? (Answer to express determination)

Review of Person, Number, and Tense

Questions

1. What is the rule for agreement of the verb and its subject?
2. Name six indefinites that require a singular form of the verb.
3. What is the meaning of each of the following irregular verbs: *lie, rise, set, lay, sit, fly?*
4. What are the principal parts of *go, dive, lie* (*recline*), *sit, raise, bring, come, drive, run, burst?*
5. What tense form is never used with an auxiliary verb?
6. What are the principal parts of the following verbs: *drown, attack, give, set, lay, swim, drink, eat?*
7. How may the past participle be used in forming a predicate?
8. When is a collective noun considered singular in number? Plural in number?

Exercise 70

Choose the correct word to use in each sentence of the exercise. Give reason for your choice. Name the words that are incorrect forms and should never be used.

1. It *don't, doesn't* look like rain.
2. In yesterday's game after he had *threw, thrown* the ball, he slipped and fell.
3. I haven't *ate, eaten* a really good orange this year.
4. *Has, have* either of the boys *come, came* yet?
5. *Was, were* you badly *hurt, hurted* yesterday when you fell?
6. The first class had already *began, begun* when he *come, came.*
7. *Was, were* you ever on Mt. Whitney?
8. Has anyone here ever *drove, driven* a tractor?

9. The March winds have swept through the forest and have *blew, blown* down many trees.
10. Which have you *ate, eaten* more often, homemade or *bought, boughten* cake?
11. I was quite sure I had *froze, frozen* my fingers.
12. Not one of the boys *has, have* finished the papers.
13. They should *have, of* been *wrote, written* last week.
14. This plant has not *grew, grown* in two years.
15. Your books are *laying, lying* on the floor where you *lay, laid* them yesterday.
16. *Has, have* either of the girls *did, done* the last problem?
17. Neither of them *understand, understands* the method.
18. I have *wore, worn* this ring till it is quite thin.
19. The car had *ran, run* off the track and *climbed, clumb* over the curbing.
20. When he *came, come* here, the bird had *flew, flown.*
21. After they had *gave, given* two encores, the orchestra *lay, laid* aside their instruments.
22. The net is *wove, woven* of very fine silk threads.
23. He *doesn't, don't* believe in magic.
24. If they had *went, gone* early, they would *of, have* found better seats.
25. Don't let your flowers *lie, lay* in the sun.
26. If I had *knew, known* you had *ate, eaten* my share of cake, I should *of, have* been angry.
27. He *drew, drawed* such amusing pictures that they were all *spoke, spoken* for by publishers before he could finish them.
28. After we *dived, dove* off the pier, we *swam, swum* in and *lay, laid* on the sand.
29. Have you ever *drank, drunk* water from a hot sulphur spring?
30. After we had *rode, ridden* on horseback to the spring, we *drank, drunk* two glasses each.
31. My gloves are quite *wore, worn* out because I have *drove, driven* so often with them on.
32. The airplane had *rose, risen* to a considerable height, when suddenly it *dove, dived* and fell into the lake.
33. We had *swam, swum* till we were tired, and then had *threw, thrown* ourselves down for a nap on the warm sand.

34. If your pen is *broke, broken,* get another; the box is *setting, sitting* on my desk.
35. The foreman doesn't know that the water main has *burst, bursted.*
36. Has the bell *rang, rung* yet?
37. We were still *setting, sitting* at the table after we had *ate, eaten* dinner when the thunder storm *began, begun.*
38. He *give, gave* me further instructions after I had *saw, seen* how the gears are shifted.
39. While the boys *was, were* exploring the canyon, the girls *came, come* back to camp.
40. Her sweater has *shrank, shrunk* so badly that she *doesn't, don't* think she can wear it.
41. You should *set, sit* those plants farther apart.
42. That patch of snow has *lain, laid* there since March; it's *froze, frozen* solid on the surface.
43. I hadn't yet *rose, risen* when the bell was *rang, rung.*
44. *Wasn't, weren't* any of the players ready when the whistle was *blew, blown?*
45. The cats *drank, drunk* all the milk from the pan before we *came, come* downstairs.
46. I would have *swore, sworn* that the big yellow cat had *drank, drunk* most of the milk.
47. John *did, done* his problems before the others *began, begun.*
48. He *don't, doesn't* know where his hat is *laying, lying.*
49. I was badly *shook, shaken* by that fall.
50. *Are, is* any one of those horses *broke, broken* for riding?

MOOD

The **Mood of a Verb** denotes the manner of an assertion. Mood may be indicated by the form of the verb.

By its form the verb may show (1) fact, (2) command, (3) doubt, wish, prayer, or condition.

Notice the different forms of the verb *be* in these sentences:

You are ready on time.

The verb *are* expresses a fact.

Be ready on time.

The verb *be* expresses a command.

If he were ready, he would say so.

The verbs *were* and *would say* express doubt, or a condition merely thought of but not stated as fact.

God be with you.

The verb *be* expresses prayer.

The Three Moods

There are three moods:

The **Indicative Mood,** or mood of fact
The **Imperative Mood,** or mood of command
The **Subjunctive Mood,** or mood of imagined idea

The **Indicative Mood** expresses fact or possible fact.

Stephenson's engine was called Puffing Billy.

The verb-phrase *was called* is in the indicative mood because it states a fact.

Have you ever seen Puffing Billy?

The verb-phrase *have seen* is in the indicative mood because it asks a question dealing with fact.

If he is here, I shall give him the book.

The verb *is* and verb-phrase *shall give* are in the indicative mood because they express possible fact.

Do not confuse fact, as used in defining mood, and truth. In the sentence *I have visited the planet Mars,* the verb-phrase *have visited* is in the indicative mood because grammatically it expresses fact, though the statement is not the truth.

The **Imperative Mood** expresses command, request, or entreaty.

Close ranks.

The verb *close* is in the imperative mood because it expresses command.

Forgive us our debts.

The verb *forgive* is in the imperative mood because it expresses entreaty.

The **Subjunctive Mood** expresses an idea merely thought of but not stated as fact.

The conditions merely thought of and expressed by the subjunctive mood are doubt, wish, prayer, uncertainty, and condition contrary to fact.

If it were to rain, the desert would bloom.

The verb *were* and the verb-phrase *would bloom* are in the subjunctive mood because they express a condition merely thought of, but not stated as even possible fact.

Oh, were I once again at home!

The verb *were* is in the subjunctive mood because it expresses a wish; that is, it expresses a condition merely thought of but not stated as possible fact.

If I were you, I should go.

The verb *were* is in the subjunctive mood because it expresses a condition merely thought of and contrary to fact.

Use of the Moods

The indicative and the imperative forms are used for nearly all spoken English.

The only subjunctive forms in common use that are different from the indicative forms are

1. The present tense of all verbs used to express prayer or earnest wish

God be with you.

The present subjunctive *be* expresses prayer.

2. The past tense *were* of the verb *be*, denoting either present or past time, used to express a condition thought of that is doubtful, impossible, or contrary to fact

If he were here, he would address the crowd.

In the clause *If he were here*, the verb *were* denotes present time and gives the meaning that he is not here; that is, use of the subjunctive form *were* expresses a condition merely thought of that is impossible or contrary to fact.

The subjunctive form *were* is used most often in clauses introduced by *if, as if, though, although,* or *unless.* The indicative form, however, may also be used in clauses introduced by these same conjunctions.

The use of the indicative form in an *if* clause means that the statement is a fact or has some possibility of being a fact.

The use of the subjunctive form in an *if* clause means that the statement is a condition merely thought of, which either is very improbable or is contrary to fact.

INDICATIVE FORM. *If he was there, I did not see him.*

The indicative form *was* expresses the possibility that he was there.

SUBJUNCTIVE FORM. *If he were there, I should see him.*

The subjunctive form *were* expresses small likelihood that he was there, or it may mean that he was not there.

Questions

1. What moods are most often used in spoken English?
2. In the sentence *He often visits the planet Mercury,* why is the verb *visits* in the indicative mood, even though the sentence states an impossibility?
3. What is the mood of fact? The mood of imagined idea? The mood of command?
4. What are the only subjunctive forms, different from the indicative forms, that are now commonly used in speech?
5. What does the subjunctive form *were* express in the sentence *If I were in Paris, I should visit the Louvre?*
6. What does the subjunctive form *go* express in *Luck go with you?*
7. What conjunctions usually introduce the clauses containing the subjunctive form *were?*
8. Form sentences in which a verb in the subjunctive mood expresses (1) doubt, (2) prayer, (3) condition contrary to fact.

9. Tell what difference in meaning is expressed by the verb-phrases *was called* and *were called* in these two *if* clauses: *If he was called, he answered,* and *If he were called, he would answer.*

Exercise 71

Select the verbs and give the mood and the tense of each.

Consider carefully the meaning of the sentence. If the verb expresses a fact or a possible fact, it is in the indicative mood. If the verb expresses a command or an entreaty, it is in the imperative mood. If the verb *were* expresses a condition merely thought of, but not given as even possible fact, it is in the subjunctive mood. If wish or prayer is expressed, the verb is in the subjunctive mood.

Recite as follows:

God bless us all.

Bless is in the subjunctive mood because it expresses prayer; present tense, because it denotes present time.

You may go.

May go is in the indicative mood because it states a fact; present tense, because it denotes present time.

1. The trees have lost their leaves.
2. Winter will soon be here.
3. Snow falls in Southern California on the high mountains.
4. Often there is frost on the lowlands during the holiday season.
5. Open the windows on the south side.
6. Who won the pennant in baseball last year?
7. He spoke as if he were the leader.
8. When we returned, all the desks had been newly varnished.
9. Heaven helps those that help themselves.
10. Heaven help us all.
11. Shall you be at home during the evening?
12. The books may be left on the table.
13. If I were you, I should go.

14. A new trophy case has been made for the school.
15. Who is at the door?
16. The will of Heaven be done.
17. I taught the class just as if I were the teacher.
18. Did you enjoy the play last night?
19. I could not get very good seats for the evening performance.
20. The doors had been open for an hour.
21. If we were there now, we could buy better seats.
22. Programs were lying on each chair.
23. You must give credit to those performers for their excellent work.
24. If he is in the room, I shall find him.
25. If he were in the room, I should find him.
26. I wish I were playing on the team.
27. Good luck go with you!
28. No one can lift that heavy weight.
29. If that weight is not too heavy, move it to one side.
30. If the weight were too heavy, I could not move it.

Exercise 72

In the following pairs of sentences, the indicative form of the verb is used in one, the subjunctive form in the other. Tell which of the italicized verbs is in the indicative mood and which is in the subjunctive mood. Give the difference in the meaning of the two sentences.

Diagram or list the verbs or verb-phrases and their subjects. After each verb, write the capital letter *I* or *S* to indicate the mood and an expression to indicate the nature of the assertion; thus,

1. *Peace* ***be*** *to this house.*
2. *Peace* ***is*** *in this house.*
3. *If I* ***were*** *you, I should enter the contest.*

1. Peace	be	S	Prayer
2. Peace	is	I	Fact
3. I	were	S	Contrary to fact

1. If he *were* here, he would defend us.
2. If he *is* here, he will defend us.

3. Joy *goes* with him always.
4. Joy *go* with him always.

5. He walks as if he *was* the leader.
6. He walks as if he *were* the leader.

7. " Everyone *go* to the game," urged the speaker.
8. " Everyone *goes* to the game," said the speaker.

9. I wish that he *were playing* today.
10. I hope that he *is playing* today.

11. Peace *is* with this household.
12. Peace *be* with this household.

13. If he *is* the leader, he will come promptly.
14. If he *were* the leader, he would come promptly.

15. If I *were* home now, I should read this book.
16. I *am* now at home, and I shall read this book.

17. If it *was raining*, he started in spite of it.
18. If it *were raining*, he would start in spite of it.

19. If the term *were finished*, we should have our reports.
20. When the term *is finished*, we shall have our reports.

Exercise 73

Choose between the italicized verbs and give reason for your choice. In some sentences, either verb is correct.

Instructions for Study

If the clause containing the forms *be* or *is, was* or *were, has* or *have* expresses a fact or a possibility of fact, use the indicative form *is, was,* or *has.*

If the clause expresses a condition that is merely thought of but is not stated as even a possible fact, use the subjunctive form *be, were,* or *have.*

1. If I *was, were* in Rome, I should visit the catacombs.
2. I wish that I *was, were* going.
3. If he *was, were* here now, he would take charge of us.
4. I shouldn't do that if I *was, were* you.
5. Don't I wish I *was, were* going to the game!
6. If the leader *was, were* here, we could begin.
7. Even *was, were* I willing, I could not write that paper.
8. If tomorrow *is, be* fair, we shall go.
9. If he *has, have* the time, he will come.
10. If I *was, were* a millionaire, I should live in the country.
11. You speak as if he *was, were* already placed among the stars.
12. If he *has, have* endurance, he will set a new record.
13. If she *was, were* old as the hills, she would still be enthusiastic.
14. If I *was, were* taller, I could reach those flowers.
15. That car runs as if it *was, were* a live creature.
16. If he *has, have* any acceptable excuse, he will not appear on time.
17. Do not take that flower unless it *be, is* yours.
18. If I *be, am* here when you return, don't be surprised.
19. If I *was, were* sure of one wish, that wish would not be for gold.
20. If I *was, were* surprised, you were even more surprised.
21. If he *be, is* here today, I shall ask him.
22. If he *was, were* at the game yesterday, I did not see him.
23. If he *was, were* the greatest man that ever lived, he would still be without vanity.
24. That tall building rocked in the earthquake just as if it *was, were* a ship at sea.
25. If I *was, were* in the upper story during an earthquake, I should be frightened sick.
26. If your book *is, were* here, I can't see it.
27. I suggest that everyone *go, goes* to the principal's reception.
28. Although he *is, were* the governor, he will not exercise any authority in that dispute.
29. You speak as if the real leader *was, were* someone in the crowd.
30. Let us ask that good fortune *favors, favor* us tomorrow!

Review of the Verb

Exercise 74

1. State a rule for each of the following:

a. Agreement of the verb and its subject
b. Use of the simple past tense in the predicate
c. Use of *shall* in questions of the first person
d. Use of *shall* or *will* in questions of the second or the third person
e. Uses of *shall* and *will* to express futurity
f. Use of the past participle in the predicate
g. Uses of *shall* and *will* to express determination or willingness on the part of the speaker

2. Review the principal parts of the irregular verbs.

3. Write sentences using each of the six tenses, indicative mood of the verbs *lie (to recline), lay, sit, set, rise, raise.*

Exercise 75

In the following sentences supply the correct form of the verb or of the auxiliary in each blank. Give a reason for the form of the verb that you use in each sentence.

1. I had _____ (to awake) feeling that we _____ (to be) well on our way and should soon be in camp.
2. The burro was urged every step up the trail, for he _____ (to do) n't like to carry a pack.
3. The second day he had _____ (to bear) his pack long enough, he thought, and so he _____ (to begin) to run against every tree that he _____ (to come) to.
4. When he _____ (to come), the visitor _____ (to bring) some books that he had _____ (to choose) for summer reading.

5. If I _____ (to be) he, I should _____ (to take) magazines only.
6. After I'd _____ (to draw) my account from the bank and we _____ (to be) ready for our journey, we _____ (to come) back to the house again.
7. Neither the pen nor the ink _____ (to be) here, and so I _____ (to do) my reading instead of my writing last night.
8. The last drop of water had been _____ (to drink), and we had _____ (to drive) miles out of the way in search of a spring, but we found no water that could be _____ (to drink).
9. We were fairly _____ (to eat) by mosquitoes, and after we had _____ (to fall) into a light sleep, the mosquitoes soon _____ (to sing) so loudly that we _____ (to wake) up again.
10. The hawk had _____ (to fly) round and round; then suddenly it _____ (to swoop) down and carried away a half-grown chicken.
11. The water in the glass is _____ (to freeze) solid, and the glass itself has _____ (to burst).
12. _____ I carry those books for you? (Use future tense auxiliary.)
13. He _____ (to give) me his tickets to the game because neither he nor his sister _____ (to be) going.
14. He would have _____ (to go) if visitors hadn't _____ (to come) to our house.
15. One of us _____ (to have) made a mistake; this series of numbers _____ (to be) n't correct.
16. The log has _____ (to lie) so long under the water that it has _____ (to become) partly decayed.

17. Stubbornly he said, "They _____ not pass." (Express determination.)
18. He _____ from his place and _____ a short talk on the (to rise) (to give)
subject of loyalty to the school.
19. You _____ the only one _____ on the beach when the big (to be) (to lie)
wave _____ rolling in. (to come)
20. The others had all _____ and had _____ back; so that they (to rise) (to run)
_____ n't _____. (to be) (to drown)
21. You never before _____ waves as high as those. (to see)
22. Has the bell _____ yet? (to ring)
23. After the sun had _____, we _____ the new moon. (to set) (to see)
24. _____ n't James and George expected here for the enter- (to be)
tainment?
25. _____ either of those books yours? (to be)
26. _____ you go to the class play? (Use future tense auxiliary.)
27. I am determined that you _____ not go. (Express determination.)
28. Have you never _____ behind a team of fast-stepping (to drive)
horses?
29. We had _____ with the waves, and presently it seemed (to swim)
as if we _____ being carried out to sea. (to be)
30. A crowd of school children _____ playing ball. (to be)
31. I _____ play on the team next year, I hope. (Express futurity.)
32. _____ you one of the players? (Use past tense form.) (to be)
33. The starter _____ the word; there was a tug, a strain of (to give)
leather, and the team _____ off. (to be)

34. We _____ so high that it seemed as if we _____ level with
(to swing) (to be)
the stars.

35. It _____n't make a great deal of difference if the fruit is
(to do)
_____ down instead of being picked.
(to shake)

36. The boys _____ after coins that were _____ into the
(to dive) (to throw)
water.

37. _____ either of the boys _____ on the sand now?
(to be) (to lie)

38. His good-by _____n't mean that he is going away.
(to do)

39. The record was _____ by a student who _____ here to
(to break) (to come)
school last year.

40. A book that was _____ about his trip to the South Pole
(to write)
has _____ untouched on the library shelf.
(to lie)

41. He hasn't _____ in that part of the house, and so he
(to sit)
doesn't know that those seats are always reserved.

42. I _____ be ready soon. (Use future tense auxiliary.)

43. _____ either of you ever _____ a cartoon for the contest?
(to draw)

44. Whom _____ we choose to be captain of the crew? (Use future tense auxiliary.)

45. If he _____ chosen, he wouldn't accept.
(to be)

46. Each of those girls _____ preparing for the debate.
(to be)

47. ____ the last ones who _____ yesterday the members of
(to be) (to come)
the Freshman class?

48. Neither he nor his brother _____ to swim today; yesterday they _____ on the sand, and they are badly sunburned.
(to wish) (to lie)

49. Watch that boat; it _____ and falls as if it ____ a cork.
(to rise) (to be)

50. No one of all the people present _____ alarmed.
(to be)

THE VERBAL

The verbal implies but does not assert action or being. The three verbals are the gerund, the participle, and the infinitive.

The verbal has the meaning of a verb, but the use of another part of speech. In other words, the verbal has the nature of two parts of speech. It keeps the nature of the verb and it takes on the nature of a noun or of an adjective; in some cases, too, it is used as an adverb.

Their running noisily into the building annoyed the old man.

The gerund *running* has the nature of a verb because it implies action and is modified by the adverb *noisily*. It has the nature of a noun because it is used as a name and is modified by the possessive *their*.

The old man, having put the boys out, locked the street door.

The participle *having put* has the meaning of a verb, and like a verb, it has an object *boys;* but it has the use of an adjective because it modifies the noun *man*.

The verbal, together with an auxiliary or auxiliaries, may form a verb-phrase, the verb-phrase being the simple predicate of a sentence or a clause.

If the verbal is not part of a verb-phrase, it may, together with any complement or modifier or both, form a verbal phrase.

The participle, together with any complement or modifiers or both, may form a participial phrase.

The fisherman, having sold the large fish, gave the small ones away.

The participial phrase *having sold the large fish* modifies the noun *fisherman*. The participle *having sold* has the direct object *fish*.

The gerund, together with any complement or modifiers or both, may form a gerund phrase.

We learned of their having passed the examination successfully.

In the gerund phrase *of their having passed the examination successfully*, the gerund *having passed* has the direct object *examination*, and it is modified both by the possessive *their* and by the adverb *successfully*.

The infinitive, together with a subject, any complement, and any modifiers, may form an infinitive phrase.

The government did not permit the Indians to return to the hot springs.

In the infinitive phrase *the Indians to return to the hot springs*, the infinitive *to return* has the subject *Indians;* the infinitive is modified by the adverb phrase *to the hot springs*.

The sign *to* of the infinitive is usually omitted after the verb *let, feel, see, hear,* or *make.*

In the following short sentences, the sign *to* is omitted because the infinitive follows a form of *feel, see, hear,* or *make.*

We felt the earth tremble.

The infinitive is *tremble.*

I had not seen either him or her enter the race.

The infinitive is *enter.*

Has anyone heard George and him play their duet?

The infinitive is *play.*

Has this delay made you and me miss the early boat?

The infinitive is *miss.*

It is sometimes important that the infinitive be recognized, but as a rule it is not important that its use be determined.

Questions

1. What is the difference in meaning between *assert* and *imply* as they are used in defining *verb* and *verbal?*
2. What are the three verbals?

3. In any sentence how can you determine whether the verbal *going* is a gerund or a present participle?
4. In the sentence *Mother objects to your going*, is *going* a participle or a gerund? Why?
5. In the sentence *People arriving on late trains crowded the station*, why is *arriving* a participle?
6. In the sentence *Their having arrived late interfered with my plans*, why is *having arrived* a gerund?
7. What is an infinitive? After what verbs is the sign of the infinitive omitted?
8. Give the past participle of the verbs *sit*, *run*, *give*, *attack*, *drive*. What rule has been given for correct use of the past participle in the predicate?

Exercise 76

Give the subject of each verb or verb-phrase.

Classify each italicized verbal as gerund, participle, or infinitive.

Tell whether the participles are used as adjectives or as parts of verb-phrases.

1. That tall tree, once *struck* by lightning, has been *blown* over.
2. His *going* made us feel sad.
3. Should you like *to read* a story of the West?
4. The West of fiction seems *to have passed* away.
5. The manuscripts, *crumbling* from exposure to the air, have been *placed* in the museum.
6. Have you been successful in *cultivating* the loganberry?
7. This berry is the result of *crossing* a red raspberry and a blackberry.
8. Judge Logan, *having planted* a red raspberry among the blackberries on his California farm, noticed that a new variety had appeared.
9. The museum, *standing* on a sharp hill above the boulevard, is approached by a winding road.
10. Do you like *being* president of the class?
11. *To be* president of the class involves responsibility.
12. *Having been elected*, I shall do my best.

13. The class will not let him *resign* from the office.
14. The only papers yet *to be written* are yours and mine.
15. A collection of butterflies *gathered* from many parts of the world is now in the museum.
16. Have you decided upon *walking* or *driving* through Yellowstone Park?
17. The party *driving* through the park expected *to spend* one day at the main camp.
18. Their *driving* through the park gave the old people an opportunity *to see* the geysers.
19. When Old Faithful spouted, we saw many tourists *take* out their watches *to time* the geyser.
20. Can you feel the earth *shake* when the geyser is in action?
21. I saw you and him *run* when the water rose.
22. Our *being* so near the geyser seemed dangerous.
23. Will you let him and me *study* our lesson together?
24. The plans *having been made* too elaborate for the money on hand, the building *is* not yet *completed.*
25. Your *having left* the camera at home saves the trouble of *taking* pictures.
26. The films *having been lost,* I decided *to buy* more.
27. Do you enjoy *developing* the negatives?
28. I did not see him *make* the prints.
29. His *having been* captain of the team gave him considerable influence with the boys.
30. The papers *to be written* on the World War should be prepared from an outline.
31. A play *written* by members of the dramatic club is advertised *to be given* in our auditorium.
32. Last year I saw the club *give* "As You Like It."
33. *Having been* out of town for some weeks, he doesn't expect *to be given* a part in the play.
34. *Taking* in tickets and *handing* out programs will probably be my part.
35. Your *having been* in the last play will prevent your *being chosen* for this play.
36. Will Mr. Ayres let you and me *borrow* the manuscript of the play that he is *arranging* to present here?
37. Whom have you heard *read* "The Highwayman"?

The Verbal: Correct Use

Phrases containing gerunds or participles are sometimes placed in the sentence in such a way that the meaning of the sentence is obscure or the structure is faulty.

The Dangling Phrase

A **Dangling Verbal Phrase** is one in which the verbal refers to no word at all or seems to refer to some word other than the one intended.

WRONG. *The water in the pool is stagnant, caused by standing too long.*

The verbal phrase *caused by standing too long* is a dangling phrase because there is no word in the sentence to which the verbal *caused* refers.

The sentence may be corrected by changing the dangling phrase to a subordinate clause.

RIGHT. *The water in the pool is stagnant because it has been standing too long.*

A gerund or participial phrase used to introduce the sentence should not be allowed to dangle. The following rule should be observed:

An introductory gerund or participial phrase should refer in thought to the subject of the principal clause.

WRONG. *Driving to the city, the heavy rain made it difficult to see the road.*

The introductory participial phrase *Driving to the city* is a dangling phrase because there is no word to which the verbal *driving* refers.

RIGHT. *Driving to the city, I found it difficult to see the road because of the heavy rain.*

The participial phrase *Driving to the city* does not dangle; the verbal *driving* refers to *I*, the subject of the sentence.

WRONG. *After taking several views of the old tower, the camera refused to work properly.*

The introductory gerund phrase *After taking several views of the old tower* is a dangling phrase because the verbal *taking* does not refer in thought to any word of the sentence.

RIGHT. *After taking several views of the old tower, we found that the camera would not work properly.*

In the corrected sentence, the verbal in the gerund phrase *After taking several views of the old tower* refers to *we*, the subject of the principal clause.

Exercise 77

Write sentences, using the phrases in this exercise as introductory participial or gerund phrases. Draw a line under the subject of each principal clause.

1. Upon opening the letter,
2. Having given his orders,
3. By taking the short cut across the fields,
4. Having been made chairman,
5. Calling a meeting of the committee during the noon hour,
6. Upon reaching our destination,
7. Having made the necessary arrangements,
8. After reading about their experiences in a submarine,

Exercise 78

The sentences of the exercise contain dangling verbal phrases. Write the sentences in correct form.

Instructions for Study

Usually a sentence that contains a dangling verbal phrase may be corrected in two ways: (1) by changing the sentence so that the dangling phrase refers in thought to the subject of the principal clause; (2) by changing the dangling phrase to a clause.

WRONG. *On going to the station, the train was already disappearing down the track.*

The verbal in the dangling phrase *On going to the station* does not refer to any word of the sentence.

RIGHT. *On going to the station, we saw the train already disappearing down the track.*

The introductory phrase *On going to the station* refers to the subject *we*.

RIGHT. *As we reached the station, the train was already disappearing down the track.*

The introductory gerund phrase has been changed to the clause *As we reached the station.*

In correcting the sentences, keep the meaning, but make any changes that must be made to avoid dangling phrases. Use either of the two methods given. Be prepared to tell in what way you have corrected the sentences.

1. Having broken camp, the sun was already high above the horizon.
2. Driving suddenly upon oil on the pavement, the car skidded.
3. Being thoroughly tired, bed was my goal.
4. After having broken an axle, camp was made for the night.
5. Upon hearing the alarm, my car was soon on the way to the fire.
6. Being close to the burning house, flames and smoke almost blinded us.
7. Lying on the sand in wet suits, the sea breeze soon chilled us.
8. Upon diving from the high platform, the shock of striking the water was great.
9. Having left before the finish, the awards had not been given.
10. Having left a great pile of dry wood in the kitchen, the fires were soon lighted.
11. Driving the sleet in hard, sharp lines, from our cozy cabin we watched the storm.
12. Twisting the tops and breaking the limbs, the trees were wrecked by the storm.

13. Having become less violent for a few minutes, we could hear a low moan as the wind again began.
14. After growing somewhat calmer, we all went for a walk.
15. Having satisfied our curiosity, the wind blew more violently and drove us indoors again.

The Possessive with the Gerund

The gerund, though it retains the meaning and some of the properties of the verb, is a noun. The noun or pronoun used before the gerund is a modifier of the gerund and should be in the possessive, not in the objective, case.

In the sentences that follow, the noun or pronoun used before the gerund is correct in form.

A serious accident was averted by the driver's running the car into the curb.

The possessive *driver's* modifies the gerund *running.*

We heard about his having won first place last year.

The possessive pronoun *his* modifies the gerund *having won.*

Have you heard of Mary's managing the lunchroom for the Girls' League?

The possessive *Mary's* modifies the gerund *managing.*

Learn the following rule:

The noun or pronoun used before the gerund should be in the possessive case.

The Split Infinitive

The infinitive is said to be split if a modifier is placed between the sign *to* and the infinitive.

SPLIT INFINITIVE. *Do you intend to really write a book?*
BETTER ARRANGEMENT. *Do you really intend to write a book?*

In common practice the following principle should be observed:

It is better to avoid the use of the split infinitive.

Exercise 79

Correct all errors in the use of the gerund and of the infinitive. Give a reason for each change that you make in the sentences.

Recite as follows:

We heard about him having taken first place.

The sentence should be *We heard about his having taken first place.* The possessive pronoun *his* must be used instead of the objective *him*, because the pronoun modifies the gerund *having taken.*

Do you intend to sometime write a book?

The sentence should be *Do you intend sometime to write a book?* It is better not to split the infinitive *to write* with the modifier *sometime.*

1. We seemed to never all be ready at the same time.
2. The coach objects to George playing in this series.
3. Him writing several additional papers may improve his rank.
4. They seem to suddenly have stopped the car.
5. Did you read about Pat diving during the water carnival?
6. Him striking the water flat had painful results.
7. What do you intend to finally have written on your cards?
8. Have you heard of George taking first place in the broad jump?
9. The wind seemed to suddenly turn and come from the opposite direction.
10. We found the trees near the house to nearly be ruined.
11. Father objected to Mary going out into the storm.
12. Mary seems to always enjoy floundering about in storms.
13. We were thankful for Mother having prepared a warm supper.
14. Do you expect to very soon leave for the East?
15. We seem to never, or hardly ever, have the right kind of pencils.
16. We have not been told of him going into the air service.

17. Does he expect to sometime start a commercial line of airships?
18. Him buying a number of airplanes will depend upon his success with this new plane.
19. Pioneer efforts to profitably furnish transcontinental service seem to usually ruin the ones who first attempt it.
20. I remember to somewhere have read that the Pony Express service resulted in the owner losing a fortune.

THE VERB AND THE VERBAL: SUMMARY AND REVIEW

Summary of Definitions

A **Verb** asserts action or being.

An **Auxiliary Verb** is a helping verb.

A **Verb-phrase** is composed of a verbal and one or more auxiliary verbs.

A **Transitive Verb** asserts action which passes over from one person or thing to affect another.

The **Direct Object,** or Object Complement, of a verb completes a transitive verb and names the receiver of the action.

An **Intransitive Verb** asserts being or action that does not pass from one person or thing to affect another.

A **Linking Verb** is an intransitive verb that links, or joins, subject and subjective complement.

The **Subjective Complement** of a verb completes the verb and refers to the subject.

The **Principal Parts** of a verb are the present tense, the past tense, and the past participle.

A **Regular Verb** forms the past tense and the past participle by adding *d* or *ed* to the present tense form.

An **Irregular Verb** forms the past tense and the past participle in some other way than by adding *d* or *ed* to the present tense form.

The **Properties** of a verb are voice, person, number, tense, and mood.

The **Voice** of a verb shows whether the subject acts or is acted upon.

The **Active Voice** of a verb shows that the subject acts.

The **Passive Voice** of a verb shows that the subject is acted upon.

The **Person** of a verb shows whether the subject is the person speaking, the person spoken to, or the person or thing spoken about.

The **First Person** of a verb shows that the subject is the person speaking.

The **Second Person** of a verb shows that the subject is the person spoken to.

The **Third Person** of a verb shows that the subject is the person or thing spoken about.

The **Number** of a verb shows whether the subject means one or more than one.

The **Singular Number** of a verb shows that the subject means one person or thing.

The **Plural Number** of a verb shows that the subject means more than one person or thing.

The **Tense** of a verb denotes the time of the assertion.

The **Simple Tenses** are the present, the past, and the future tenses; they denote time only.

The **Compound Tenses** are the present perfect tense, the past perfect tense, and the future perfect tense; they denote time and completion of action or being.

The **Present Tense** of a verb denotes present time of the assertion.

The **Past Tense** of a verb denotes past time of the assertion.

The **Future Tense** of a verb denotes future time of the assertion.

The **Present Perfect Tense** of a verb denotes completion of action or being up to and including the present time.

The **Past Perfect Tense** of a verb denotes completion of action or being before another past time.

The **Future Perfect Tense** of a verb denotes action or being to be completed before another time in the future.

The **Mood** of a verb shows the manner of assertion.

The **Indicative Mood** expresses fact or possible fact.

The **Subjunctive Mood** expresses condition merely thought of, but not stated as fact.

The **Imperative Mood** expresses command, request, or entreaty.

A **Verbal** implies, but does not assert, action. It has the meaning of a verb but the use of some other part of speech. The verbals are the participle, the gerund, and the infinitive.

The **Participle** is the adjective verbal.

The **Gerund** is the noun verbal ending in *ing*.

The **Infinitive** is the verbal having the sign *to*, either expressed or understood. It is the root form of the verb.

A **Dangling Verbal Phrase** is a phrase in which the verbal refers to no word at all or seems to refer to some word other than the one intended.

A **Split Infinitive** has a modifying term between the sign *to* and the root form.

The **Conjugation** of a verb is the systematic arrangement of all the forms of the verb. The conjugation of a verb includes the principal parts and all changes in form for voice, person, number, tense, and mood.

Summary of Rules of Usage

1. A verb must agree with its subject in person and number.

2. The past tense form should never be used with an auxiliary verb.

3. The past participle should never be used alone as the simple predicate of a sentence or a clause; it must have an auxiliary verb.

4. An introductory verbal phrase should refer in thought to the subject of the principal clause.

5. It is better to avoid the use of the split infinitive.

6. The noun or pronoun used before the gerund should be in the possessive, not in the objective, case.

7. In statements, to express futurity or expectation, use *shall* with the first person and *will* with the second and the third person.

8. In statements, to express determination or willingness on the part of the speaker, use *will* with the first person and *shall* with the second and the third person.

9. In questions of the first person, use *shall*.

10. In questions of the second and the third person, use the auxiliary that is expected in the answer.

Exercise 80

1. Review the principal parts of the irregular verbs listed on pages 156, 157, and 158.
2. Using the subject *I*, give the six tenses, indicative mood, of the verbs *drink, see, run, bring, become.*
3. Using the subject *he*, give the six tenses, indicative mood, of the verbs *lie (to recline), break, sit, begin, come.*
4. Using the indicative mood, give the past tense, active voice, of the verbs *give, eat, bring, lay, rise.*
5. Using the indicative mood, give the present perfect tense, active voice, of the verbs *drown, swim, dive, lie (to recline), give, ride, drive, see, sit.* Give the same mood and tense of these verbs in the interrogative form.
6. Using the indicative mood, give the present tense, passive voice, of the verbs *break, see, give, freeze, hurt, blow, write.* Give the past tense, passive voice of the same verbs.
7. Using the indicative mood, active voice, give the future tense forms that express futurity or expectation of the verbs *see, run, take, become, sing.*
8. Using the indicative mood, active voice, give the future tense forms that express determination or willingness on the part of the speaker, of the verbs *go, rise, come, believe, write.*

Exercise 81

These sentences contain errors in the use of verbs and verbals. Correct the errors, giving a reason for every change that you make.

1. When I seen he was in trouble, I done the best I could to help him.
2. Holding to the branch with one hand and swinging, his feet just touched the shore.
3. We had began to fear there wasn't many chances in his favor.
4. Soon we was laying by a camp fire to rest, for we had been badly shook up by the accident.
5. When the teacher come into the room, you could not of heard a sound.
6. You wasn't the only person who had gave the secret away.
7. Playing against time in the last few minutes, the game was held to a winning score.
8. If I was you, I should object to George playing ball this year.
9. A hundred feet of hose were reeled out in a hurry.
10. Will I find out for you if either of the other boys are here now?
11. He don't often come till after the bell has rang.
12. Have you broke your pencil, or don't the lead show when the top is turned?
13. The algebra has laid here all day where you laid it during the first class.
14. Were either of those plays gave last year in our auditorium?
15. You hadn't ought to leave your cap laying on the floor.
16. I should like to sometimes be allowed my own way.
17. Dancing to the music of the hand organ, I watched the little, sad-faced monkey earn his own living.
18. Every one of the voters were in favor of the last measure that come before them.
19. Neither of the boys have began their work yet.
20. He don't seem to understand that each of us have already gave what we could.
21. Standing on the platform and waving to us, the train pulled out and we seen him no more.
22. Don't it look like rain!
23. Surely John or Charles or James have taken the book that was laying here yesterday.
24. A full line of household goods are offered for sale.
25. Each of the boys gives the salute as the colors raise.

26. Not one of the residents in this neighborhood has began using his car yet.
27. The water was froze solid last night and some of the pipes are bursted.
28. Last year the president come on a visit and was drove about the city by a group of prominent citizens.
29. Opening the door carefully, more plaster was dislodged and fell in a shower.
30. This house, together with two lots and two garages, rent for one hundred dollars.
31. I shall object to George being on the team because he done so badly yesterday.
32. You haven't give us a chance to try; won't we be allowed a chance?
33. You won't have another chance; that I have decided.
34. We dove into the pool after we had clumb to the highest rock.
35. Hasn't the postman came yet? I thought I seen him.

Exercise 82

The italicized words in the sentences are correctly used. Give a reason for the use of each.

1. On the floor *were* two books.
2. *Isn't* either of the boys in the game today?
3. The river had *risen* during the night, and we *were* not able to cross.
4. *Were* you surprised at *my* coming?
5. A hundred dollars *has* been lost by *our* not buying the tickets yesterday.
6. If I *were* you, I should go now.
7. *Shall* I be given another opportunity?
8. You had not told us of *George's* being chosen captain.
9. Has the last bell *rung* yet, or *doesn't* the class begin before nine o'clock?
10. We *shall* need our umbrellas, I fear.
11. It certainly *will* rain if I don't have an umbrella.
12. Each of the boys *has* been tried in the different contests.

13. To the captain and the manager of the team *is* due the success of today.
14. We have never *seen* anyone who has *done* so well.
15. *Will* you go with me to the game?
16. *Shall* you be ready to leave at two o'clock, do you think?
17. The rear tire has *burst*.
18. Who has *eaten* my piece of pie?
19. Your book is *lying* where you left it.
20. If he *were* told to, he would write the letter again.
21. I *sat* near the speaker and could see his notes *lying* on the table.
22. *Doesn't* anyone wish this ticket?
23. A cool breeze *came* up as the sun went under the clouds.
24. Neither the man nor the boy *has* brought the tools necessary for the work.
25. *Is* either of the pair of vases *broken?*
26. His use of the various machines *proves* him a careful workman.
27. The play hasn't *begun* yet, for the curtain is now *rising*.
28. We *lay* on the sand after we had *swum* in the surf.
29. You *shall* finish that work whether you wish to or not.
30. *Weren't* you late for class yesterday?
31. Neither of the girls *has begun* her final paper.
32. After we had *eaten* our sandwiches and *drunk* our coffee, we *sat* in the shade of the great pine tree.
33. *Will* you agree to this arrangement?
34. *Has* every one in this class *spoken* a good word for the new schedule?
35. The first of his many speeches on that subject *has* never been printed.
36. A tall tree has *blown* over, and it *lies* across the road.
37. *Weren't* you at the beach yesterday?
38. I *saw* the damage that the fire had *done*.
39. The streets are so badly *torn* up for new paving that only one of all those cars *has* been *driven* across it without accident.
40. The last drop of water had been *drunk*, and we *were* parched with thirst.
41. A great crowd of people *was* pouring from the gate.

42. The crowd of men and boys *were* threatening the strike-breakers with missiles of all sorts.
43. He *came* up to me after the others had *come* and *gone.*
44. *Isn't* either of your friends in that group?
45. If he *were* in that group, I should recognize him.
46. There *were* at least two reasons for *our* not going.
47. *Doesn't* the arc light hurt your eyes?
48. *Shall* I carry your books to the library when I go?
49. *Shall* you enter the contest?
50. Two cups of sugar *is* the correct amount for a cake of those proportions.
51. *Doesn't* it seem very early for frost?
52. One of the men *was* anxious for the work, though seventy-five dollars *is* all that he will be paid for it.
53. Don't *sit* there, for the support is *broken,* and the swing may fall.
54. *Is* either of these your pair of gloves? They *have lain* here for days.
55. *Standing* on the bluff, we watched the waves dash over the pier.
56. Don't you think we *ought* to find a camping place before the sun sets?
57. *Will* anyone object to *our* using this set of drawing instruments?
58. If he *was* here yesterday, he did not take part in the tug of war.
59. *Shall* we go to the coliseum? A great crowd of children *has* met there to hold a kite-flying contest.
60. After *setting* our lines, we *sat* down to wait for the return of the steamer.

THE NOUN AND THE PRONOUN: FORMS AND USES

The noun and the pronoun change in form to show changes in meaning and in use. In order to understand these changes in form, the following properties of nouns and pronouns should be considered: gender, person, number, and case.

GENDER

Gender is the property of a noun or pronoun that distinguishes sex.

The gender of a noun or pronoun is determined by its meaning or by its form.

There are four genders: masculine, feminine, common, and neuter.

Masculine Gender denotes the male sex.

That tall boy is he.

The noun *boy* and the pronoun *he* are in the masculine gender because they denote the male sex. The gender of each of these substantives is determined by the meaning of the word.

Feminine Gender denotes the female sex.

She is heiress to a great estate.

The pronoun *she* and the noun *heiress* are in the feminine gender because they denote the female sex. The gender of the noun *heiress* is indicated by the ending *ess.*

Common Gender denotes either male or female sex.

The child quarreled with the others.

The noun *child* and the pronoun *others* are in the common gender because they denote either male or female sex.

Neuter Gender refers to things without sex.

The old clock has its accustomed place.

The nouns *clock* and *place* and the pronoun *its* are in the neuter gender because the things referred to do not have sex.

PERSON

The **Person** of a noun or pronoun shows whether the person speaking, the person spoken to, or the person or thing spoken about is meant.

The **First Person** denotes the person speaking. It is expressed by the pronoun *I* in its different forms.

The **Second Person** denotes the person spoken to. It is expressed by the pronoun *you* or the poetic *thou* in different forms.

The **Third Person** denotes the person or thing spoken about. It is expressed by the pronouns *he, she,* or *it,* by other pronouns, or by nouns.

The gender, number, and person of a pronoun are determined by the antecedent of the pronoun.

NUMBER

The **Number** of a noun or pronoun shows whether one or more than one is meant.

The **Singular Number** denotes one.

The **Plural Number** denotes more than one.

The number of a noun or pronoun is usually determined by its meaning or its form.

The number of certain nouns cannot be determined by form, but should be learned as the nouns are met in speech or in writing. For example, *athletics, ethics, mathematics, news, politics, physics,* though plural in form, are generally regarded as singular in meaning.

That news is better than I feared.
Physics is considered a difficult subject.

Exercise 83

Select every noun and pronoun in the following sentences and give gender, number, and person of each. If the antecedent of the pronoun is expressed, name the antecedent.

1. Many stories have been written about the scouts and pathfinders of the West.
2. Seldom, however, has anything been written about any woman of the frontier.
3. Calamity Jane was a western woman, famous in the 1870's.
4. Calamity Jane's deadly use of her gun brought her many unusual commissions.
5. In 1876, she carried the mail over one of the Pony Express routes from Ft. Laramie to Deadwood.
6. Over this route many daring men had been robbed and shot.
7. Gangs of bandits infested the region, but Calamity Jane's reputation with the gun saved her from attack.
8. Once in 1877, she saved the lives of six passengers on a stage coach after it had been attacked by Indians.
9. Calamity Jane sighted the wagon on its way between Deadwood and Wild Birch.
10. Later she gave her hearer this account of the adventure.
11. " I was riding from Cheyenne to Deadwood, when I saw the stage.
12. " The horses were upon the run, and I saw that Indians were in pursuit.
13. " When the stage got to Wild Birch, the Indians hid in the bushes.
14. " I rode alongside the coach and found the driver lying on the boot of the stage.
15. " The Indians had shot him.
16. " I took the driver's seat and drove to Deadwood with all speed, carrying six passengers and the dead driver."
17. At another time Calamity was riding with Buckskin Frank, when the two were suddenly surrounded by Indians.
18. The pair " rode for it," but Buckskin's horse fell and broke its foreleg.
19. " Ride for your life," said Buckskin. " I can take care of myself."
20. Jane gave him a vigorous answer, and stayed.
21. They made a brave stand against the Indians, and after five redskins had fallen, the rest retreated.
22. It is interesting to know that Calamity Jane, whose maiden name was Martha Cannary, was a minister's daughter.

23. Her historian does not tell us who gave her "Calamity Jane" for a name.
24. In 1870, Calamity Jane became a teamster with General Custer, and was the first white woman to enter the dangerous territory of the Black Hills.
25. Historians of border characters are now giving Calamity Jane a place among the frontiersmen of her day and time.

Person and Number of the Pronoun: Correct Use

The plural form of the pronoun is sometimes incorrectly used in place of the singular form.

Learn this rule:

The pronoun must agree with its antecedent in number.

In applying this rule, do not let any phrase modifying the antecedent determine the number of the pronoun to be used.

Some of the men had signed their names.
Each of the men had signed his name.

The subjects are *some*, plural, and *each*, singular. *Their* in the first sentence agrees in number with *some*. *His* in the second agrees in number with *each*. The plural *men* in the modifying phrase does not affect the number of the following pronoun in either case.

The modifying phrase may, however, determine the gender of the pronoun, and sometimes its person.

Wrong. *Each of the girls had their work to do.*

Right. *Each of the girls had her work to do.*

The antecedent of the pronoun *her* is the pronoun *each*. *Each* is always singular, and so the personal pronoun referring to *each* must be the singular pronoun *her*. The gender is determined by the noun *girls* in the modifying phrase *of the girls*.

If the antecedent of the pronoun is in the singular number, common gender, use the masculine pronoun in referring to it.

WRONG. *Every pupil in this class should have their notebooks.*

RIGHT. *Every pupil in this class should have his notebook.*

The antecedent of the pronoun *his* is the noun *pupil*, which is in the singular number. As there is no pronoun of the singular number, common gender, the masculine pronoun *his* is used.

The person as well as the number of a pronoun is determined by its antecedent.

WRONG. *I who are your teacher will dismiss you.*

RIGHT. *I who am your teacher will dismiss you.*

The antecedent of the pronoun *who* is the pronoun *I*, and so *who* is in the singular number, first person.

Exercise 84

The italicized forms are correct. Give a reason for the use of each.

Recite as follows:

Each of the girls had **her** *work with her.*

The pronoun *her* must be in the singular number to agree with its antecedent *each*.

1. Everyone should bring *his* camera tomorrow.
2. Each of the women wore *her* best dress.
3. When all the men had come, *they* stood in a group about the stove.
4. In case of fire, each one should remember *his* instructions.
5. If anyone is going to camp, *he* will need heavy blankets.
6. Neither of the men *was* willing to lose *his* share of the gain.
7. Each group of players claimed that *it* owned the ball.
8. England expects every man to do *his* duty.
9. Those who are dissatisfied may have *their* money back.
10. It sounded as if someone were studying *his* lesson aloud.
11. Every pupil in this school should give *his* loyal support to *its* activities.
12. *Is* any one of the teachers giving *his* students the new list of books?

13. Each of the classes *has* put in *its* request for the change of textbook.
14. Before prohibition became a national law, each temperance worker wore a small bow of white ribbon on *his* coat lapel.
15. Not one of the great conquerors *was* satisfied with *his* success.
16. Neither of us *has his* own umbrella.
17. Not one of them *knows* what *his* work is.
18. If every one of those persons *brings his* allotted amount, we shall have sufficient.
19. All in that group who promised *have* brought *their* contributions.
20. If different ones in the audience *lend* me *their* hats, I can perform a clever trick.
21. Each of the players *has* chosen *his* own position.
22. Not every one of the girls *carries her* pennant to the game.
23. In order to form the emblem, every one of the students *is* asked to take the place assigned to *him*.
24. Let everybody keep *his* place till the signal is given.
25. Neither of those leaders *is* able to keep *his* section of the grandstand in order.
26. Each one *thinks his* own troubles are the worst.
27. Every woman in the audience *seems* to have brought *her* own program.
28. Will everyone give *his* attention to the announcements?
29. All the boys who are here should have *their* tickets.
30. None of the boys brought *his* ticket, as each thought *his* badge would admit *him*.

Exercise 85

Errors in agreement of the verb and its subject, and in agreement of the pronoun and its antecedent, occur in the following sentences.

Correct the sentences and give a reason for each change.

1. Everyone in the audience said they were in favor of the measure.
2. Not one of the pupils have an idea what their grade will be.
3. Everyone was afraid they would fail.
4. If anybody comes today, send them away.

5. Everyone says they are surely going to the game.
6. Neither of those trees have lost their leaves.
7. Have either of the new books been taken from their places?
8. Everybody put on their holiday clothes and said they could not work.
9. Are either of the boys ready for his turn at the bat, or have both been up?
10. Is neither of the girls willing to give their time to that work?
11. Have all the men in your company received his pay?
12. Not one in my company have received their pay yet.
13. Every one of the men say they know the cause of delay.
14. Each of them are willing to wait their turn.
15. A person seldom knows when they are really fortunate.
16. Has either of those men given you their idea?
17. If anybody has any objections, let them speak.
18. Neither of the girls seems troubled about their place in the contest.
19. One should not worry about their appearance on the platform; they should think only of what they are to do.
20. Aren't either of the boys in their places?
21. When anyone rings the bell, admit them.
22. Each of the visitors sign their names on a card.
23. Each of the signatures are compared with those on the record before they are filed.
24. Nobody will spend their money for nothing.
25. Let everybody who wishes to go raise their hand.
26. Don't everybody want to go with their friends?
27. Aren't either of the cars out of their difficulties by this time?
28. Everybody ought to take off their hat to that man.
29. If someone will lend their book, the teacher will read.
30. Have any one of those boys lost their ball?
31. Don't it seem strange that no one will lend their help to that poor fellow?
32. Everybody thinks that they will offend that man.
33. Each of the men on the committee have sent the lucky man their check for a certain amount.
34. Because of the form of this announcement, no one will believe they are welcome.
35. Let everybody here be sure to bring their pennants.

CASE

The **Case** of a noun or pronoun is determined by its use in the sentence. Sometimes the form of a noun changes to show its case; sometimes it does not change.

The **Nominative Case** is the case used as subject.

The book lies here.
I lay on the sand yesterday afternoon.

The noun *book* is in the nominative case because it is used as the subject of the verb *lies*. The pronoun *I* is in the nominative case because it is the subject of the verb *lay*.

The **Possessive Case** is the case used to show ownership.

The possessive form of a noun is always indicated by the apostrophe and *s* (*'s*) or the apostrophe (') only.

The possessive form of the personal, the relative, and the interrogative pronoun never has an apostrophe.

The boy's hat was lost.
The boys' hats were lost.
Their hats were lost.
Whose hats were lost?

The nouns *boy's* and *boys'* and the pronouns *their* and *whose* are in the possessive case because they show ownership.

The **Objective Case** is the case used as the object.

The hunter killed a deer.
We saw him yesterday.

The noun *deer* is in the objective case, object of the verb *killed*.

The pronoun *him* is in the objective case, object of the verb *saw*.

Five Common Uses of Case

The substantive has many different uses in the sentence; its use determines its case.

Study the following rules for the case of a noun or a pronoun used as the subject of a verb, as the subjective complement, as the object of a verb, as the object of a preposition, or as a possessive modifier:

1. The subject of a verb is in the nominative case.

2. The subjective complement of a verb is in the nominative case.

That last man in line can't be he.

Man is the subject of the verb-phrase *can be;* therefore it is in the nominative case.

He, the subjective complement of the verb-phrase *can be,* is in the nominative case.

3. The object of a verb is in the objective case.

4. The object of a preposition is in the objective case.

The bookseller brought the latest fiction with him on his last round.

The noun *fiction* is the object of the verb *brought;* therefore it is in the objective case.

The pronoun *him* is the object of the preposition *with;* therefore it is in the objective case.

The noun *round,* object of the preposition *on,* is in the objective case.

5. A noun or pronoun that modifies another by showing ownership is in the possessive case.

George's hat is more becoming than your cap.

The possessive modifier of a substantive has the use of an adjective. The noun *George's* modifies the noun *hat* by showing ownership; the pronoun *your* modifies *cap. George's* and *your* are both in the possessive case.

When a noun is not actually expressed after a possessive form, the possessive form is used just as the noun, if expressed, would be used.

Joe's were old-fashioned.
Mine were old-fashioned.
Joe's skates were old-fashioned.

Joe's is the subject of the first sentence and *mine* of the second, just as *Joe's skates* is the complete subject of the third sentence.

Questions

1. What determines case? What parts of speech have case?
2. With what part of speech is the apostrophe used as a sign of possession?
3. What is the general rule for the case of a noun or pronoun?
4. What is a subjective complement? What relation does a noun or pronoun used as a subjective complement bear to the subject?
5. What is the direct object of a verb?
6. In what case is the object of a verb? The subjective complement? The object of a preposition?
7. In the sentence *That surely isn't the captain,* the noun *captain* is in what case? Why? The pronoun *that* is in what case? Why?
8. Why is it incorrect to write *This book is her's? Who's hat is this?*
9. Give the declension of each of the personal pronouns and of the pronoun *who.*
10. Of these sentences, *The city's lighting system is excellent* or *The lighting system of the city is excellent,* which is the better? Why?

Exercise 86

Give the use and the case of each of the italicized pronouns.

Instructions for Study and Recitation

Diagram each sentence, or list the pronouns, and write after each an abbreviation for its use in the sentence; thus:

Knocking at the door he called, "It is I."

It — subj. of *is*
I — s.c. of *is*

From its use in the sentence, determine the case of each pronoun.

Recite as follows:

It, subject of the verb *is,* is in the nominative case. *I,* subjective complement of the verb *is,* is in the nominative case.

1. Will you go with *him* and *me* to the game?
2. I am going with *her* and her friend.
3. *Whom* do we play tomorrow?
4. James took *her* and *me* for a drive.
5. No one except *him* has been invited.
6. Will anyone be on the program besides *you* and *me?*
7. *Whom* have they chosen?
8. The seniors are *they* who are wearing colors today.
9. The senior class put *him* and *me* on the program committee.
10. I spoke to *you* and *her* about the arrangements for a class play.
11. *Who* has brought these flowers, and for *whom* were they brought?
12. Between *you* and *me* there is constant rivalry.
13. It surely wasn't *he.*
14. It may not have been *he,* but that person surely looks like *him.*
15. Our tickets admitted John and *me* to the grandstand.
16. *Whom* did you see at the game?
17. The president is *he who* rides near the head of the procession.
18. That surely can't be *he* in the second car.
19. Did you speak to both George and *him* about the tickets?
20. Will you take Mary and *me* in your car?
21. All is not yet over between *you* and *me.*
22. *Who* will go to the game with Dorothy and *me?*
23. If *we* were *they,* we should wear bright colors.
24. All the girls except *her* and *me* are wearing the uniform.
25. *Whom* should *I* see with Uncle James but the principal of the school.
26. The leader is *she* of *whom* we were speaking.
27. Choice fell to George and *me,* and *we* were glad.
28. No other person may go with *us* except George and *him.*
29. The leaders were *he* in the first half of the game and *I* in the second half.
30. Can *you* give the books of reference to Mary and *me?*
31. The most important person in the crowd certainly could not have been *he.*

32. *He* has given orders to everyone except *you* and *me*.
33. It may have been *we whom* he meant.
34. I saw *you* and *him* when *you* ran the boat to the shore.
35. Does anyone expect *him* and *me* here on the Fourth?
36. The leader was *he whom* Cæsar loved and trusted.
37. *It* wasn't *we who* called.
38. *It* must have been *they who* brought these letters for *you* and *me*.
39. *Whom* does *he* look like?
40. His choice surely can't be *she who* has just come in.

Exercise 87

Give the use and the case of every noun and pronoun.

1. Alexander the Great is one of the interesting figures in history.
2. He lived in the fourth century before Christ.
3. From Philip of Macedon, Alexander inherited his wise insight into men and things; to his mother he owed a passionate warmth of nature.
4. In many ways the boy was carefully trained by his father for the great duties before him.
5. Philip had at his court a group of remarkable men.
6. They were devoted to the royal house.
7. They helped Alexander to his first successes.
8. Under the instruction of Aristotle, Alexander learned the songs of Homer and other masterpieces of Greek literature.
9. At the death of his father, Alexander was a stripling of twenty years.
10. Soon after Alexander's accession, the Greek city of Thebes revolted.
11. He destroyed the city utterly, except the temple and the house of Pindar, and sold thirty thousand of its inhabitants into slavery.
12. He went to Asia and there met the army of the King of Persia.
13. At the end of the battle, Darius stepped out of his war chariot and fled on horseback to Syria.

14. After the conquest of Persia, Egypt surrendered to Alexander without a blow.
15. During his four months in Egypt, the gods of Egypt stirred Alexander's imagination.
16. Alexander found in the great temples a mysterious and fascinating religion.
17. He traveled across the desert to a remote temple of Ammon.
18. Amidst the gigantic temples of Egypt, the son of Philip of Macedon seemed an absurdly small person.
19. He received from the oracles, however, very highly gratifying knowledge about his ancestry.
20. He was not the son of the ordinary Philip of Macedon, but he was a god!
21. Again he turned his attention to pursuit of the Persian king.
22. Soon the whole world from the Adriatic to the Indus was under Alexander's rule.
23. Stories of vanity and of violence in his closing years cluster thick about his memory.
24. The son of one of his most faithful generals was accused of conspiracy, and by Alexander's order was tortured and executed.
25. Presently Alexander demanded oriental prostrations from his followers and from his friends.
26. He quarreled with his foster brother during a drunken bout, seized a spear from one of the guards, and killed his brother.
27. Afterward, in a fit of great remorse, he shut himself up in his tent and refused all food for three days.
28. The efforts of his officers prevented his suicide.
29. After a time of hard drinking, he sickened and died at the age of thirty-three.
30. His kingdom was later divided among three of his great generals.

The Appositive

An **Appositive** is a noun or pronoun that follows another noun or pronoun to explain it. The appositive is also called the noun or pronoun in apposition.

1. *Beethoven, the composer, was extremely fond of nature.*
2. *I enjoy the music of Beethoven, the great composer.*

The noun *composer* is the appositive explaining the noun *Beethoven.*

3. *I refer to John and Harry, the ones who are out of order.*

The pronoun *ones* is the appositive explaining the nouns *John* and *Harry.*

Sometimes the appositive is joined to the word it explains by the conjunction *or.*

4. *The bishop's church was called a cathedral, because in it stood the bishop's chair, or throne.*

The noun *throne,* joined to the noun *chair* by the conjunction *or,* is the appositive explaining the noun *chair.*

Note that the appositive, together with its modifiers, is set off by a comma or a pair of commas.

Case of the Appositive

The appositive has the same case as the word that it explains. An appositive that explains the subject or the subjective complement is in the nominative case; one that explains the object of a verb or the object of a preposition is in the objective case.

In the first sentence the appositive *composer* is in the nominative case because the noun *Beethoven* is in the nominative case, subject of the verb *was.*

In the second sentence the appositive *composer* is in the objective case because the noun *Beethoven* is in the objective case, object of the preposition *of.*

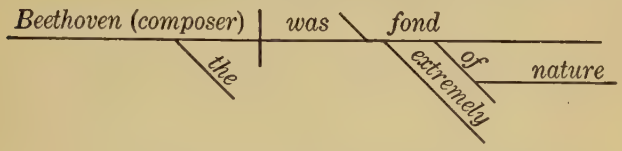
In the third sentence the pronoun *ones* is in the objective case in apposition with the nouns *John* and *Harry,* objects of the preposition *to.*

In the fourth sentence the appositive *throne* is in the nominative case because the noun *chair* is in the nominative case, subject of the verb *stood.*

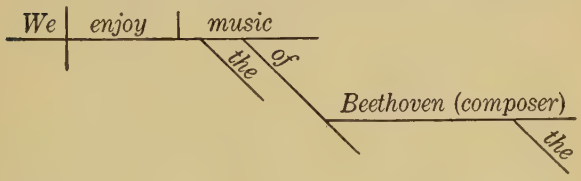
Diagram of the Appositive

The appositive is placed in parentheses on the same line with the word that it modifies; thus,

Beethoven, the composer, was extremely fond of nature.



We enjoy the music of Beethoven, the composer.



Exercise 88

Give the use and the case of every noun and pronoun in the following sentences.

Recite as follows:

That is Francis, the leader.

The pronoun *that*, subject of the verb *is*, is in the nominative case. *Francis*, the subjective complement of the verb *is*, is in the nominative case. *Leader*, the appositive modifier of *Francis*, is in the nominative case.

1. An American sculptor, Paul Wayland Bartlett, died in Paris in 1925.
2. Bartlett was born in a New England city, New Haven, but very early he began the study of art in Paris.
3. One of his first efforts, the figure of a goat, attracted the attention of a French sculptor.
4. At fourteen, a very early age, Paul exhibited several pieces of work in the Paris Salon.

5. One of his pieces, "The Dying Lion," is very well known for the beauty of its execution.
6. In the Metropolitan Museum in New York City is the "Bohemian Bear Tamer," the work of his early twenties.
7. One of Bartlett's finest pieces is his "Columbus," a statue of the discoverer, in the library at Washington, D. C.
8. Bartlett designed and executed six symbolic figures for the attic story of the New York Public Library.
9. The six figures, all in flowing robes, suggest the collections within the building.
10. The first figure, Philosophy, is that of an old man, a thinker, with eyes deep set under a broad brow.
11. The second figure, History, is also that of an old man.
12. The other four figures, Romance, Religion, Poetry, and Drama, are female figures each with a turn of head and expression suitable for the typified subject.
13. American school children raised a fund for a statue of Lafayette, the French nobleman who was a member of Washington's staff during the American Revolution.
14. The commission for this statue was given to Bartlett, the sculptor.
15. Bartlett spent the better part of ten years in work upon the statue.
16. He bought a magnificent horse, the model for Lafayette's mount, and kept him for years.
17. He first modeled the head of the mounted Lafayette with a hat upon it.
18. He was not pleased with this study, and so he remodeled the head without a hat.
19. The money for the statue of Lafayette was collected very slowly.
20. Because of this delay, Bartlett placed a tortoise, the symbol of slowness, by the side of the horse.
21. Other American artists, Whistler and Sargent, lived abroad.
22. Joseph Pennell, an artist in a different medium, has done work of great distinction.
23. Modern industry and the great strength and beauty of machinery in action were Pennell's chief sources of inspiration.

24. One of Pennell's etchings, a busy steam shovel at work in the Panama Canal, hangs in the Newberry Library at Chicago.
25. Records of Pennell's birth were lost, and so he chose the Fourth of July, 1860, for his birthday.

The Pronoun as an Appositive

The personal, the demonstrative, and the indefinite pronouns may be used in apposition. The relative pronoun is never used as an appositive.

Exercise 89

Name the class, the use, and the case of the italicized pronouns.

1. A crowd of men and boys, *those who* disapproved the measure, met at the warehouse.
2. You may borrow the new books, *these* with the illustrations.
3. Three students, *you* and *he* and *I*, will go to the warehouse for supplies.
4. *We* chose two girls, *you* and *her*, for those positions.
5. Many of the men, *we who* study law and *they who* study medicine, find the work very difficult.
6. The coach has excused two players, *him* and *me*, for the day.
7. The crowd, *some who* had tickets and *others who* had none, were hurrying to the gates.
8. The painting pleased *us*, both Father and *me*.
9. Three of *us* students, Mary and *she* and *I*, are going to the art gallery after school.

The Indirect Object

The **Indirect Object** names without the use of a preposition the one to or for whom the action is done.

Father brought me a Confederate souvenir coin.

The pronoun *me* tells to whom the coin was brought.

His father bought James a roadster.

The noun *James* tells for whom the roadster was bought.

The indirect object must not be confused with the object in a prepositional phrase.

The indirect object is never used with a preposition; for example, if the sentence *Father brought me a Confederate souvenir coin* is changed to *Father brought a Confederate souvenir coin to me,* the pronoun *me* is not an indirect object. The indirect object *me* of the original sentence has become the object of the preposition *to.*

Verbs like *give, take, bring, buy, ask* often have indirect objects.

A sentence containing an indirect object has two objects: the direct object, or the receiver of the action of the verb; the indirect object, or the one to or for whom the action is done.

Case of the Indirect Object

The indirect object is in the objective case.

Questions

1. What is a phrase?
2. What is an indirect object?
3. In the sentence, *Give the book to me,* why is *me* not an indirect object? Change the sentence so that *me* becomes the indirect object of the verb.
4. What verbs often have an indirect object?
5. How can you distinguish between the direct object and the indirect object of a verb?
6. In what case is the indirect object?

Exercise 90

Change the italicized indirect object in each sentence to a prepositional phrase. Make other changes in the arrangement of the sentences if they are needed for clearness and smoothness. Use the form given below.

INDIRECT OBJECT. *Give **me** the book.*
PREPOSITIONAL PHRASE. *Give the book **to me.***

1. The speaker told the *class* his experiences during the war.
2. The history teacher gave the *lecturer* time for an illustrated talk.
3. He gave *many* of us our first understanding of the causes of war.
4. Napoleon's ambition gave all *Europe* years of terrible wars.
5. The same ambition finally brought *Napoleon* years of well-earned exile.
6. Napoleon's wars caused *France* a sad depletion of her manhood strength.
7. The Napoleonic wars taught *Europe* little about the waste of war.
8. Boundary questions have caused the *nations* many wars.
9. The World War brought the American *people* many new problems.
10. The lecturer had given *us* many problems for further consideration.

Exercise 91

Change the italicized prepositional phrase in each sentence to an indirect object, as in the following example:

PREPOSITIONAL PHRASE. *Give the book to John and him.*

INDIRECT OBJECT. *Give John and him the book.*

1. The explanation gave considerable help *to John and me.*
2. Send that bill of groceries *to my sister and me* today.
3. Have you made a present of the small statue *to your friend?*
4. I have merely lent the little bronze Mercury *to my friend* during my absence.
5. He has often lent his books *to her and me.*
6. Mary does not pay the slightest attention *to him and his sister.*
7. The lawyer had written a long letter of explanation *to his client's opponent.*
8. The mail brought a letter of apology *to the lawyer's client.*
9. Ask that question *of the teacher.*
10. Don't give the book *to anyone else.*
11. I have written a notice of the meeting *to every member of the club.*
12. Have you sent the notices of the meeting *to all the members?*

13. They have bought a great many books *for Mary and me.*
14. The pupils have sent a basket of flowers *to you and her.*
15. She taught algebra *to you and me.*
16. The committee on athletics has given a special trophy case *to the baseball nine.*
17. Will you make another table *for Mother and me?*
18. They are giving tickets of admission *to you and me.*
19. Augusta bought an illustrated edition *for each of us girls.*
20. Mother has brought two books *for Mary and him.*

The Subject of the Infinitive

The **Subject of the Infinitive** is a noun or pronoun used with an infinitive in the logical way in which a subject is used with a verb.

The expression *logical way* means that the relation in thought between the noun or pronoun and the infinitive is like the thought relation between a subject and a verb.

The infinitive merely implies; therefore the infinitive, together with any subject, any complement, and any modifiers, forms an infinitive phrase.

Infinitive Phrase. *They wish me to take lessons in French.*

Clause. *They wish that I should take lessons in French.*

The pronoun *me* is the subject of the infinitive *to take.*

The infinitive phrase *me to take lessons in French* is equivalent in thought to the clause *that I should take lessons in French.*

The infinitive and its subject, when the sign of the infinitive is omitted, must not be confused with a verb and its subject.

Infinitive Phrase. *Did you see Mary throw the ball into the basket?*

Clause. *Did you see that Mary threw the ball into the basket?*

The noun *Mary* is the subject of the infinitive *throw*, the sign *to* of the infinitive

being omitted. The infinitive phrase *Mary throw the ball into the basket* is equivalent in thought to the clause *that Mary threw the ball into the basket.*

Not all infinitives have a noun or pronoun used as a subject.

The boys wish to work in the foundry.

The infinitive *to work* does not have a subject.

Case of the Subject of the Infinitive

The subject of the infinitive is always in the objective case.

Did you see him leave the room?

Him, the subject of the infinitive *leave,* is in the objective case.

Exercise 92

Change the italicized infinitive phrases to clauses. After changing the sentences, determine which arrangement is the better, the clause or the infinitive phrase. Comment on those sentences that you think are improved by the change of form.

Instructions for Study

Select the infinitive and the noun or pronoun that logically is its subject. Substitute for the infinitive phrase a verb or verb-phrase and the nominative form of the noun or pronoun, thus forming a clause. Supply a conjunction if it seems necessary.

INFINITIVE PHRASE. *I wish you and him to go.*

CLAUSE. *I wish that you and he would go.*

In the phrase, the infinitive is *to go;* the compound subject is *you and him.* In the clause, the verb is *would go;* the compound subject is *you and he.* The conjunction *that* may be omitted; the sentence then becomes *I wish you and he would go.*

1. I know *him to be honest and industrious.*
2. We believe *the car to have gone over the bank.*
3. Did you notice *the paper blow away?*
4. You will find *the road to be very rough.*
5. Do you expect *him and me to finish this drawing?*
6. The newspapers have announced *all roads to Yellowstone Park to be in good condition.*
7. The class asked *me to explain the problem.*
8. Did you notice *Mary and her go past the house?*
9. I wish *you and me to be there on time.*
10. The teacher believes *him and her to be the ones best qualified for the office.*
11. Did you see *him jump from the balloon with a parachute?*
12. We asked *him to tell us about his experiences in Arabia.*
13. The ancients believed *the earth to be flat.*
14. Do you wish *Mary and her to bring their lunches tomorrow?*
15. I saw *George and him go back into the house again.*
16. Even the enemy admitted *him to be the best of the airmen.*
17. The company has reported *the boat to be ready for its first run.*
18. No one supposed *either her or him to be able to swim so far.*
19. They expected *her to fail in her effort at swimming the channel.*
20. Watchers saw *him and his airplane crash to the ground.*

Exercise 93

Change the italicized dependent clauses to infinitive phrases with a noun or pronoun used as the subject of the infinitive. Be careful to retain the meaning, but make any changes necessary for a smooth construction. Underline the subject of the infinitive.

Determine which is the better arrangement for each sentence, the clause or the infinitive phrase. Comment on those sentences that you think are improved by the change of form. Note the way in which the following sentences have been changed.

CLAUSE. *His mother wrote that he should come at once.*

INFINITIVE PHRASE. *His mother wrote for him to come at once.*

In the clause the subject is *he;* the verb-phrase is *should come.*

The infinitive *to come* takes the place of the verb-phrase *should come.*

Instead of the nominative form *he,* the objective form *him* is used with the infinitive *to come.*

CLAUSE. *Do you wish that I should go?*

INFINITIVE PHRASE. *Do you wish me to go?*

1. We expected *that he would go.*
2. The boys saw *that the horses were plunging deep in the mud.*
3. My brother has asked *that she and I go with him.*
4. Did you notice *that those lights are changing color every second?*
5. We found *that the bridge was unsafe.*
6. The officers reported *that the flag had been taken down.*
7. We could see *that the trees were swaying in the wind.*
8. The newspapers know *that the report is untrue.*
9. Do you wish *that he and I should meet you?*
10. The teachers expect *that you and he will prepare your lessons.*
11. I saw *that a smile of welcome came into Mother's face.*
12. The librarian asked *that he and I tell about this collection.*
13. The principal has ordered *that all books be returned before next week.*
14. No one had heard *when he and I entered the room.*
15. I do not wish *that Mary and she should be disappointed.*
16. The children begged *that I should tell them a story.*
17. They asked *that I tell them about Aladdin and the Wonderful Lamp.*
18. The rain made it necessary *that he and I should postpone our trip.*
19. I saw *that you and he used my book instead of your own.*
20. I wish *you and he would take these books to the library.*

Exercise 94

Select the verb and the subject of the verb in each sentence. Select the infinitive and the subject of the infinitive. Remember that after the verb *let, feel, see, hear,* or *make* the sign of the infinitive is omitted.

Choose the correct pronoun of the pair italicized and give a reason for your choice.

Recite as follows:

I heard you and ***she, her*** *come back.*

The pronoun *I* is the subject of the verb *heard.*

The infinitive is *come.* The pronouns *you* and *her,* compound subject of the infinitive *come,* are in the objective case.

1. Let Mary and *I, me* have your book.
2. I heard Kreisler and *he, him* play a very beautiful duet.
3. Did you see John and *he, him* come down the slide into the water?
4. The colonists asked both *he, him* and *she, her* to give up their form of worship.
5. The men unwillingly let *he, him* and the captain make a treaty with the Indians.
6. The spectators watched Byrd and *he, him* make their start for the Pole.
7. I heard both *he, him* and *she, her* give very delightful dramatic interpretations.
8. The committee let you and *I, me* make a change of program.
9. Will you please let *she, her* and *I, me* go to the store?
10. That weight will make you and *he, him* bend under the burden.
11. The audience heard *he, him* and *she, her* sing a beautiful duet.
12. Did you see George and *I, me* dive from the pier?
13. The guard will not let *she, her* and *I, me* swim to the float.
14. No one would let Mary and *she, her* tell of their adventure.
15. You should have seen George and *he, him* cross the lake on the ice boat.

16. Will any one let you and *I*, *me* give our ideas of the best kind of program?
17. Did the superintendent hear you and *he*, *him* debate?
18. Have you seen *he*, *him* and *she*, *her* come to the Capitol in that new official car?
19. Has the President heard George and *he*, *him* deliver the winning oration?
20. Father will let you and *I*, *me* return by way of the Canadian Rockies.

Exercise 95

1. Define and give the case of each of the following:
   a. Subject
   b. Subjective complement
   c. Appositive
   d. Object of a verb
   e. Object of a preposition
   f. Indirect object
   g. Subject of an infinitive
2. After what verbs is the sign of the infinitive omitted?
3. In the sentence *The students of the class asked him to reserve their tickets for commencement*, why is *him* in the objective case?
4. In the sentence *Please let Mary and me study together*, how is the pronoun *me* used? Why is it in the objective case?

Exercise 96

In the following sentences choose the correct pronouns, and give the use and the case of each:

1. No one went to the game except James and *I*, *me*.
2. I believe you and *he*, *him* to be thoroughly honest.
3. Please let Mary and *I*, *me* have the key for the locker.
4. Will you take Ben and *I*, *me* home first?
5. Give Jane and *he*, *him* those books, please.
6. The last ones who left the house were *she*, *her* and her mother.
7. The only ones who may go are you and *I*, *me*.

8. No one except you and *I, me* is allowed to go.
9. Do you expect *he, him* and *she, her* to come back to the city soon?
10. Father bought *we, us* girls a new roadster.
11. Will you give *he, him* and *I, me* another chance?
12. *Who, whom* do we play next?
13. This question is not one that you and *he, him* can decide.
14. Give Mary and *she, her* your tickets to the class play.
15. I saw you and *she, her* buy your tickets yesterday.
16. The Smiths have invited you and *he, him* for dinner.
17. If I were *he, him,* I should not go to Florida in summer.
18. Have you told George and *he, him* your reason for using the tools?
19. *Who, whom* did you speak to just then?
20. That surely wasn't *she, her* who came yesterday.
21. Do you wish *he, him* and *I, me* to play against you and *she, her?*
22. I saw you and *she, her* win the last set.
23. The player on the far court surely isn't *he, him?*
24. Did you hear George and *he, him* rehearse their parts in the play?
25. Wasn't it *she, her* who went with you and *I, me?*
26. The spectators think Mary and *she, her* to be fairly matched.
27. Give Mary and *I, me* an opportunity, and we will play our best.
28. Don't ask John and *he, him* such searching questions about their fishing.
29. Hasn't either of the boys gone with *he, him* and Father?
30. May Harriet go with Frances and *I, me* to the puppet show?

The Complement of the Infinitive *to be*

The **Complement** of the infinitive *to be* completes the infinitive and refers to a noun or pronoun either expressed or understood.

1. *The boys wish the captain to be him.*

The pronoun *him* is the complement of the infinitive *to be* and refers to the noun *captain.*

2. *The captain of the team seems to be he.*

The pronoun *he* is the complement of the infinitive *to be* and refers to the noun *captain.*

Case of the complement of the infinitive *to be*

The complement of the infinitive *to be* is in the same case as the word to which it refers.

In the first sentence the pronoun *him* is in the objective case because the noun *captain* to which it refers is the subject of the infinitive *to be* and is in the objective case.

In the second sentence the pronoun *he* is in the nominative case because the noun *captain* to which it refers is the subject of the verb *seems* and is in the nominative case.

Exercise 97

Choose the correct word of the two italicized.

Name the use and the case of the word to which the pronoun refers.

Name the case of the pronoun.

1. The first girl appears to be *she, her* of whom we were speaking.
2. I should like the leader to be *he, him.*
3. The leader is to be *he, him.*
4. It seems to be *I, me* who am wrong.
5. The guests of honor appear to be *they, them* who are coming in.
6. You shouldn't wish the last one to be *he, him.*
7. Who would have supposed the winner to be *she, her?*
8. I can hardly believe the speaker to be *he, him.*
9. The first man in the field appeared to be *he, him.*
10. Doesn't the pitcher appear to be *he, him?*
11. Could anyone wish to be *she, her?*
12. I think no one could wish to be *I, me.*
13. We hardly expected either of the players to be *she, her;* she had not qualified for the games.
14. Would the boys like the coach to be *he, him?*

Exercise 98

In the sentences below, the italicized pronouns are used correctly. Give the use and the case of each.

1. Will you go with *him* and *me* to the game?
2. How do you know it was *she* who called?
3. I shouldn't like to be *he*.
4. There was no one present except *him* and *me*.
5. He explained the problem to *us* pupils twice.
6. What is the difficulty between you and *him?*
7. Just between you and *me*, I don't know.
8. No one except the teacher and *him* can solve that problem.
9. That ought to be *she* now.
10. I wish the next choice to be *her*.
11. If I were *she*, I should refuse to go.
12. What is the trouble between the captain and *him?*
13. You wouldn't like to be *we*, since we have all this work to finish.
14. The boys are going with Harry and *me*.
15. If you and *he* are going, you should bring home a string of fish.
16. Who except James and *her* could have taken our books?
17. The last one in line seems to be *she*.
18. You have disappointed Mother and *me* in not coming to our house.
19. Will you skate with Harriet and *me?*
20. Those books belong to *her* and *me*.
21. *Whom* have you invited besides *him* and *me?*
22. Wouldn't you choose to be *he* for five minutes, if you could?
23. Wasn't it *we* who were called?
24. No. It wasn't *we;* it was *they*.
25. Don't stop Mary and *him* when they are studying French.
26. There was no one besides George and *me* at school yesterday.
27. Who went with you and *him* yesterday?
28. I counted fifteen others in addition to *him* and *me*.
29. Did you take Mary and *her* home during the rain?
30. Did you think it was *I* in the car yesterday?
31. If you meet George and *him*, tell them to come.
32. Any one except you and *her* may leave.

33. There is no place for *him* and *me* to sit in that row of seats.
34. The game was called after *he* and *she* had left.
35. The officers, together with you and *me*, will select the invitations for commencement.
36. Who besides *them* would ever think out that puzzle?
37. Do you wish the captain to be *him* or *me?*
38. Have we played against you and *her* before now?
39. Who has been chosen besides George and *her?*
40. I wish that you and *he* were going with Mother and *me*.
41. The leading person in the play happens to be *she*.
42. It couldn't have been *I whom* they mean.

The Absolute Participial Phrase

A noun or pronoun and the participle with which it is used absolutely have the logical relation of subject and verb, but form a phrase that is grammatically independent of the rest of the sentence. The noun or pronoun with its participle forms an **Absolute Participial Phrase.**

Grammatically independent means that no word joins the independent expression to the rest of the sentence.

Spring having come, the robins are here.

The noun *spring* is used absolutely with the participle *having come,* the participial phrase *spring having come* being independent of the clause *the robins are here.*

The relation between the noun or pronoun and the participle is logically that of subject and verb, and so the absolute participial phrase *spring having come* is equivalent in meaning to the clause *spring has come.*

The absolute participial phrase is set off by a comma or a pair of commas.

Case of the Noun or Pronoun in an Absolute Participial Phrase

The noun or pronoun used absolutely with a participle is in the nominative case.

Exercise 99

In the following sentences, select the principal clause and the participial phrase.

Name the subject and the predicate of the clause. Name the noun or pronoun used absolutely with the participle, and give its case.

1. A republic having been declared, in 1925 the Turks elected a president.
2. The " Young Turks " having done pioneer work, a way was paved for the republic.
3. Revolutionary changes having been very effectively planned, Turkey remained at peace.
4. Before the revolution Turkey was ruled by one man, the sultan's power being absolute.
5. Kemal Pasha being leader of the revolutionary party, the " Young Turks " made him the first president of the new republic.
6. The president once placed in office, reform was begun.
7. Kemal Pasha reformed the Turkish system of law, the old system not being at all suited to modern conditions.
8. The new government adopted a western code of laws, the Turkish laws being found inadequate to new conditions.
9. The introduction of western law made necessary the appointment of fifteen thousand new officers, these officers both interpreting and enforcing the laws.
10. The Turkish date was changed from 1344 to 1926, the old calendar having been based on the flight of Mohammed.
11. Turkish women formerly lived an unenviable existence, their lives being spent in seclusion.
12. The idea of seclusion having been abandoned, Turkish women could go anywhere.
13. In Constantinople women now ride on the trolley cars, the two front seats being reserved for them.
14. Formerly the woman's face was covered by a veil, only the eyes showing above the veil.
15. Turkish women have adopted western dress, the oriental costume having been laid aside.

16. Turkish men now wear hats, the fez and the turban having been discarded.
17. Changes having come so fast, the majority of the Turkish people could hardly understand the revolution.
18. The Turks called their first president the "Conqueror," the title expressing their pride in Kemal Pasha.
19. The revolution was in the hands of a very few, these leaders being the co-workers of the "Conqueror."
20. An amazing new form having been given to the institutions and customs of their country, the Turkish people accepted without question many of the most radical changes.

The Elliptical Clause

An **Ellipsis** is an omission.

An **Elliptical Clause** lacks one or more than one of its parts.

You are taller than he.

Than he is an elliptical clause. The predicate *is* and the subjective complement *tall* are omitted.

Sentences containing comparison of persons or things are often elliptical. The conjunctions commonly introducing the elliptical clauses of comparison are *than* and *as*.

Imperative sentences are usually elliptical, the subject being understood.

Take these books with you.

The imperative sentence is elliptical because the subject *you* is omitted.

To determine the case of a noun or pronoun used in an elliptical clause, supply the omitted part of the sentence; thus,

You are taller than he (is tall).

The pronoun *he* is the subject of the verb *is* understood.

Do you like him better than I, me?

The sentence in full may be

1. *Do you like him better than you like me?*
   The pronoun *me* is the object of the verb *like.*
2. *Do you like him better than I like him?*
   The pronoun *I* is the subject of the verb *like.*

The conjunction *but* sometimes introduces an elliptical clause; thus,

No one but he may come. (*No one may come but he may come.*)
The pronoun *he* is the subject of the verb-phrase *may come,* understood.

I saw no one but him. (*I saw no one but I saw him.*)
The pronoun *him* is the object of the verb *saw,* understood.

Questions

1. What is an ellipsis? An elliptical clause?
2. Why are most imperative sentences elliptical?
3. What conjunctions often introduce elliptical clauses?
4. How is the case of a noun or pronoun in an elliptical clause determined?
5. In the sentence *Nobody but he saw me,* why is *he* in the nominative case?

Exercise 100

Choose the correct pronoun and give the reason for your choice.

Instructions for Study

Supply the omission in the elliptical clause. Determine the use of the pronoun in the completed clause. From the use of the pronoun determine the case.

1. Who is at the door? *I, me.*
2. You are not so old as *she, her.*
3. I like George better than *he, him.*
4. No one writes so well as *she, her.*

5. James cannot play the organ so well as *she, her.*
6. The teacher helps George more often than *I, me.*
7. You are older than *he* or *she, him* or *her.*
8. Has anyone finished his paper? *I, me.*
9. All the boys but you and *he, him* have learned to swim.
10. Who played in the recital today, George or *he, him?* Both George and *he, him.*
11. Whom did the audience prefer, George or *he, him?*
12. I can hardly say. Some preferred George; others, *he, him.*
13. Was it *he* or *she, him* or *her* at the door? *She, her.*
14. Whom did you see that you know? No one but Ed and *he, him.*
15. Who was it that borrowed my book? *I, me.*
16. You are not so careful as Mary and *she, her.*
17. If you are stronger than *he, him,* why can't you lift the weight?
18. Has any member of the class a better average than *she, her?*
19. Who left the room first? *He* and *I, him* and *me.*
20. Whoever is stronger than *I, me* should move these boxes.

Review of the Personal Pronoun

Exercise 101

1. Define the personal pronoun.
2. Decline the pronoun of the first person.
3. Decline the pronoun of the second person, common form.
4. Decline the pronoun of the third person, masculine gender.
5. Decline the pronoun of the third person, feminine gender.
6. Decline the pronoun of the third person, neuter gender.
7. Decline the pronoun of the second person, poetic form.
8. What determines the case of a noun or pronoun in any sentence?

9. Write a sentence to illustrate each of the following uses of the personal pronoun in the nominative case:

a. Subject of a verb
b. Subjective complement
c. Absolutely with a participle
d. Complement of the infinitive *to be* referring to the subject of the verb

10. Write a sentence to illustrate each of the following uses of the personal pronoun in the objective case:

a. Object of a verb or a verbal
b. Object of a preposition
c. Indirect object of a verb or a verbal
d. Subject of an infinitive
e. Complement of the infinitive *to be* referring to the subject of the infinitive
f. Direct object of an infinitive

11. Write a sentence in which the possessive form of the personal pronoun is used to modify the gerund.

Exercise 102

Use a pronoun in each blank space below. Tell the use and the case of each pronoun that is supplied.

1. They sat with Mary and _____ at the matinee.
2. No one but George and _____ will go.
3. It surely couldn't be _____ that he pointed out.
4. You are as good as _____ in that work.
5. If you were _____, what should you do?
6. Is the difficulty between you and ____ adjusted yet?
7. George will soon be as tall as _____
8. Wasn't it _____ on the platform of the observation car?
9. If you will give _____ and _____ another chance, we will try to please you.
10. Was it _____ _____ he sent for?
11. No. It wasn't either you or _____.
12. That tall man on the platform seems to be _____ _____ spoke here last year.

13. Let George and _____ carry your books to the storeroom.
14. They expected the lucky girl to be _____.
15. No one has had so many honors as _____.
16. If you go with Mary and _____, I can join you later.
17. If it were anyone except _____, I would go.
18. I admire other men more than _____, but few are as just as _____.
19. If no one is there except Pat and _____, shall we wait till you and _____ come?
20. Don't let _____ and _____ change your plans.
21. Mother has not objected to _____ driving the car.
22. Who came with you? _____ and George.
23. Have you lent Mary and _____ your book of verse?
24. How should you like to be _____?
25. I shouldn't like to be anyone except _____.
26. How soon do you expect Father and _____?
27. Father and _____ are coming at five o'clock.
28. All of _____ boys belong with the Red Cross volunteers.
29. _____ girls are members of the auxiliary group.
30. The officers have not given _____ juniors our instructions for the day.
31. He spoke of _____ going east next year.
32. Let John and _____ study together.
33. I wish that John were _____ and that _____ were John for the next hour.
34. Should you like to be responsible for _____ and all his possible faults for an hour?
35. Yes, I should. He is so much better than _____.
36. I shouldn't like you to be _____ for even fifteen minutes; you would cause _____ and my family too much trouble.
37. Three of _____ girls have been elected to the honor society.
38. You wouldn't be either of _____ boys, would you? Both of us have speeches to make.
39. What is the trouble between you and _____?
40. Neither of _____ seniors has received the notice.
41. Weren't you surprised at _____ going to the Exposition so early?
42. A few of _____ boys are going to the training camp.

43. I did not know of ------ having given you permission to join the R. O. T. C.
44. The officers watched you and ------ lower the flag.
45. Is the partnership between ------ and White commonly known?

The Relative Pronoun: Correct Use

The relative pronoun always belongs in the dependent clause.

Note the following rule:

The case of the relative pronoun is determined by its use in the dependent clause.

In the dependent clause the relative pronoun may be used as

1. Subject of a verb

Benjamin Franklin is a man who succeeded in many lines of endeavor.

The relative pronoun *who* belongs in the dependent clause *who succeeded in many lines of endeavor.* The pronoun *who* is the subject of the verb *succeeded.* It is in the nominative case.

2. Object of a verb

Benjamin Franklin was an American whom the French admired greatly.

The relative pronoun *whom* belongs in the dependent clause *whom the French admired greatly. Whom* is the object of the verb *admired.* It is in the objective case.

3. Object of a preposition

Franklin finally won the favor of the French king, from whom the colonists received aid in the form of men, money, ships, and provisions.

The relative pronoun *whom* belongs in the dependent clause *from whom the colonists received aid in the form of men, money, ships, and provisions. Whom* is the object of the preposition *from.* It is in the objective case.

4. Possessive modifier

Franklin was a writer whose "The Way to Wealth" was translated into French.

The relative pronoun *whose* belongs in the dependent clause *whose "The Way to Wealth" was translated into French.* The pronoun *whose* is the possessive modifier of the noun *"The Way to Wealth"*. It is in the possessive case.

Exercise 103

Using the correct form of the relative pronoun *who*, write two sentences to illustrate each of the four uses of the relative pronoun. Underline the relative pronoun. In the margin write an abbreviation of the use of the relative pronoun; thus,

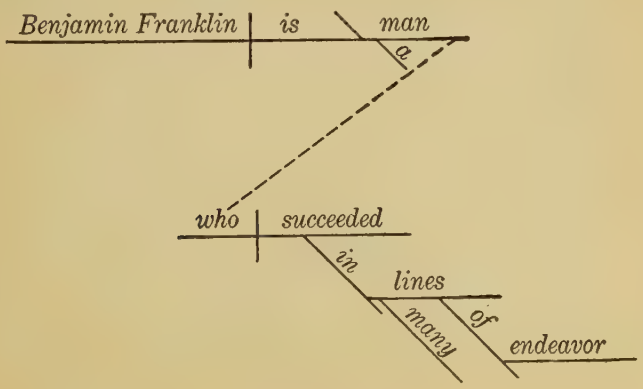
Jefferson was a man who wrote many state documents.
Subj. of *wrote.*

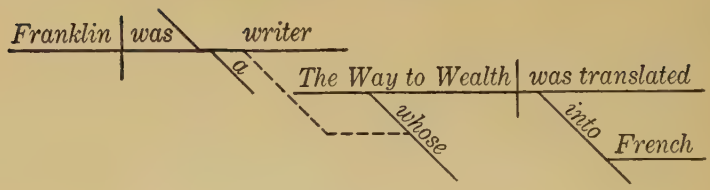
Diagram of the Relative Clause

The principal clause is diagramed first.

The dependent clause is diagramed under the principal clause.

To show the relation between the two clauses, a dotted line is drawn from the antecedent of the pronoun to the relative pronoun; thus,





Exercise 104

Select the principal clause and the dependent clause in each sentence. Name the principal clause, its simple subject and simple predicate.

Name the dependent clause, its simple subject and simple predicate.

Name the antecedent of the relative pronoun.

Name the use of the relative pronoun and its case.

1. The men who cleared away the underbrush have banked the fire for the night.
2. Those are the men whose car was standing by the road.
3. The foreman is the man to whom we spoke.
4. It was he who gave directions to the late comers.
5. The manager, with whom few of us have talked, has effected many changes in the plant.
6. Those heads of departments with whom he has conferred are very enthusiastic because of the changes.
7. Anyone who has real interest in his work will welcome new ideas.
8. The manager will retain all employees whom the department heads recommend for efficient service.
9. The oldest employee is the one with whom he talked about the unions.
10. Carlson is a man for whom everyone has great respect.
11. Those students whose scholarship is exceptionally good are excused from examinations.
12. The universities are interested in those students whom the school has honored.
13. The students to whom the faculty gave scholarship pins have formed a new organization.

14. The workmen whom we watched on that tall building have completed the last story.
15. The architect to whom we went for plans has many excellent ideas.
16. The contractor whose time has expired has forfeited his contract.
17. Many of the men to whom he had given work are now employed elsewhere.
18. The agents with whom we have insured represent a London company.
19. The local company whose offices we visited has made an attractive special offer.
20. They are the men with whom I had talked about the contract.

The Interrogative Pronoun: Correct Use

The interrogative pronoun may be used as

1. Subject of a verb

Who has given those pictures to us?

The interrogative pronoun *who* is the subject of the verb-phrase *has given*. It is in the nominative case.

2. Subjective complement of a verb

Who do you think that person is?

The pronoun *who* is the subjective complement of the verb *is*. It is in the nominative case.

3. Object of a verb

Whom did you hear?

The interrogative pronoun *whom* is the object of the verb-phrase *did hear*. It is in the objective case.

Whom do you expect to see?

The interrogative pronoun *whom* is the object of the infinitive *to see*. It is in the objective case.

4. Object of a preposition

With whom are you going?

The interrogative pronoun *whom* is the object of the preposition *with*. It is in the objective case.

5. Possessive modifier

Whose hat is this?

The interrogative pronoun *whose* is the possessive modifier of the noun *hat.* It is in the possessive case.

6. Complement of the infinitive *to be,* having the case of the word to which it refers

Who does that person seem to be?

The interrogative pronoun *who* is the complement of the infinitive *to be. Who* refers to *person,* the subject of the verb *does seem,* and is in the nominative case.

Whom did you take him to be?

The interrogative pronoun *whom* is the complement of the infinitive *to be. Whom* refers to the pronoun *him,* the subject of the infinitive *to be,* and is in the objective case.

Method of Determining Use of the Interrogatives

A simple method of determining the use of an interrogative pronoun in any sentence is to use another noun or pronoun in a short answer to the question. The noun or pronoun will have the same use in the answer that the interrogative pronoun has in the question; thus,

QUESTION. *Whom are you going with?*

ANSWER. *I am going with her.*

The pronoun *whom* has the same use in the question that the pronoun *her* has in the answer. *Her* is the object of the preposition *with; whom* is the object of the preposition *with.*

QUESTION. *Who does that person seem to be?*

ANSWER. *That person seems to be he.*

The pronoun *he* has the same use in the answer that *who* has in the question. *He* is the complement of *to be; who* is the complement of *to be.*

QUESTION. *Whom do you think they will elect?*

ANSWER. *They will elect me.*

The pronoun *me* in the answer has the same use that the interrogative *whom* has in the question. *Me* is the object of *will elect; whom* is the object of *will elect.*

Exercise 105

Using the correct form of the interrogative pronoun *who,* write two sentences to illustrate each use of the interrogative pronoun.

Underline the interrogative pronoun, and in the margin write an abbreviation of its use; thus,

Who came yesterday? Subj. of *came.*

Exercise 106

Give the use and the case of the interrogative pronoun in each of the following sentences.

1. Who do you think he is?
2. Whose plan shall we adopt?
3. Whom has the board elected?
4. Whom shall you take with you on the return trip?
5. Whom did the people take the sultan to be?
6. Whom does the speaker meet next in the contest?
7. Who will the last speaker be?
8. With whom did you confer about the last meeting?
9. Whose car did you drive yesterday?
10. Whom shall we study after we have finished this group of commanders?
11. Whose reign seems the most eventful?
12. Whom did Henry VIII marry first?
13. Who was Henry's most famous daughter?
14. To whom did the crown go upon Elizabeth's death?
15. Whose rule took the place of the rule of a king?
16. Who did you say that was?
17. Whom have the members of the class elected?
18. Who did you say was chosen to be secretary?

19. Whom shall I say you wish to see?
20. Who shall I say is at the door?
21. Whose card have you left in the box?
22. Who do you suppose will be willing to do that work?
23. Whom do you suppose we can persuade?
24. Who among the present candidates seems the most efficient?
25. Of these candidates, for whom shall I vote?
26. Whose qualifications have passed the inspection without unfavorable comment?
27. Of all the ones on the list, for whom do you wish to vote?
28. Who did you say are in the cabinet at present?
29. Whom does he look like?
30. Whom do you think we should notify of this change of address?

Exercise 107

Select the correct pronouns in these sentences. Tell whether they are relative or interrogative.

In the sentences containing relative pronouns, name the clause introduced by the relative pronoun.

Give the use and the case of each pronoun.

In preparing the lesson, list the number of the sentence, the pronoun, and the use; thus,

The man to ***who, whom*** *I talked is the manager.*

1. *whom* obj. of *to*

Recite as follows:

The man to whom I talked is the manager.

Whom, a relative pronoun, introduces the clause *to whom I talked. Whom* is the object of the preposition *to;* therefore it is in the objective case.

1. *Who, whom* have you chosen?
2. The tall fellow is the one *who, whom* I intend to choose for center.
3. If you were making the list, *who, whom* should you put on it?
4. It was he *who, whom* we sent for.

5. *Who, whom* have you asked to your party?
6. The driver of that car is surely not he *who, whom* we were discussing.
7. *Who, whom* do you think it is?
8. I don't know *who, whom* you mean.
9. The man *who, whom* is in charge of the party resembles my father.
10. *Who, whom* are we taking with us?
11. There are few *who, whom* we have asked.
12. *Who, whom* will the next president be?
13. Probably it will be the last person *who, whom* I should guess.
14. *Who, whom* has called today?
15. *Who, whom* did you expect?
16. The man *who, whom* I met at the door is an agent.
17. *Who, whom* did you expect to see?
18. *Who, whom* did you think he was?
19. The six students *who, whom* have the highest standings were elected to the honor society.
20. The captain of the team is the man *who, whom* I spoke to just now.
21. Do you know the man *who, whom* is sitting in the rear of the house?
22. I don't know the person *who, whom* you are talking about.
23. The Puritans, *who, whom* we read about, were often severe in their judgments.
24. Ann Hutchinson is the woman *who, whom* was sent into the wilderness.
25. Her preaching displeased the Puritans, *who, whom* invited her to leave the colony.
26. The Puritans, *who, whom* wanted religious freedom for themselves, did not give it to others.
27. Roger Williams, *who, whom* the Pilgrims banished, was tolerant of the religious beliefs of others.
28. He made friends with the Indians, *who, whom* he taught.
29. He was a man *who, whom* the Indians trusted.
30. He became a friend *who, whom* they listened to in time of war.
31. *Who, whom* was the other Puritan *who, whom* the Indians loved?

32. Roger Williams did not hold a grudge against the people *who, whom* had sent him away.
33. He kept the friendship of some of the men *who, whom* sent him away.
34. John Eliot was the teacher *who, whom* I asked about.
35. It was John Eliot *who, whom* translated parts of the Bible into the Indian language.

Exercise 108

In each blank, supply the required pronoun, *who* or *whom*, and give the reason for your choice. Practice reading the sentences aloud until you select the correct forms without hesitation.

1. _____ did you see there?
2. We told the judge, _____ seemed much impressed.
3. _____ does he mean when he says that?
4. _____ did the woman profess to be?
5. The boy _____ brought this has left.
6. _____ do I look more like, my father or my mother?
7. We were soon passed by the old tinker _____ we had noticed early that morning.
8. I don't know _____ you mean.
9. _____ do you take him to be?
10. I myself saw the King, _____ I understand never appears in public.
11. Nobody _____ I knew was there.
12. I wonder _____ could have told you so.
13. He is an artist _____ nobody has ever heard of.
14. _____ can it be?
15. I don't know anybody _____ I should rather hear.
16. _____ do you suppose told about it?
17. _____ did you consult about it?
18. The man _____ I saw with you has an excellent reputation.
19. Everybody _____ saw the accident tells a different story.
20. The only one _____ I can count on is my brother.
21. _____ did you find in camp?
22. _____ does he appear to be?
23. When we arrive, _____ shall we ask for?

24. The mayor, _____ told me the tale, is out of town.
25. _____ is the best lawyer to consult?
26. The one _____ we were most enthusiastic over was the juggler.
27. I could not decide _____ it was.
28. With _____ did you go on the trip abroad?
29. We all wondered _____ seemed to have the best chance.
30. _____ can we get, since Walter has disappointed us?
31. It was left to me to decide _____ should be invited.
32. My sister could not decide _____ she should ask.
33. _____ do you suppose needs me most?
34. They could never decide _____ was their best athlete.

The Compound Relative Pronoun

The **Compound Relative Pronouns** are formed by adding *ever* or *soever* to the forms of the simple relatives *who, which,* or *what.*

The compound relative pronouns *whoever* and *whosoever* have three cases:

	Singular and Plural	Singular and Plural
Nom.	whoever	whosoever
Poss.	whosever	whosesoever
Obj.	whomever	whomsoever

Relative Pronoun Without Antecedent: Correct Use

The simple relative pronoun *what,* sometimes the pronouns *who* and *which,* and the compound relative pronouns have a double use. They do duty as both antecedent and relative pronoun, and are equivalent in meaning to two pronouns or to a noun and a pronoun.

I have what I want.

The pronoun *what* is equivalent in meaning to *that which* or to *an article which.*

Whoever came was received.

The pronoun *whoever* means *he who* or *those who* or *the person who.*

Because the pronoun *what* has this double use, it should not be used if an antecedent is expressed.

WRONG. *That is a book what I do not enjoy.*
RIGHT. *That is a book which I do not enjoy.*

Case of the Relative Pronoun Without Antecedent

The relative pronoun without an antecedent introduces a noun clause, and the case form of the relative is determined by its use within the noun clause. The noun clause may be determined by the following simple method:

Substitute a noun or pronoun for that part of the sentence which contains the relative pronoun having no antecedent; thus,

Whoever comes will be welcome.
John will be welcome.

The noun *John* is substituted for the clause *whoever comes.*

In the noun clause *whoever comes*, the compound relative pronoun *whoever* is the subject of the verb *comes*, and therefore it is in the nominative case.

Please give this package to ***whomever he sends.***
Please give this package to ***John.***

The noun *John* is substituted for the noun clause *whomever he sends.*

In the noun clause *whomever he sends*, *whomever* is the object of the verb *sends*, and therefore it is in the objective case.

We are uncertain as to ***who will stay.***
We are uncertain as to ***that.***

The pronoun *that* is substituted for the noun clause *who will stay.* The pronoun *who* is the subject of the verb-phrase *will stay*, and therefore it is in the nominative case.

Exercise 109

In each sentence, select the noun clause and name its simple subject and the simple predicate.

Determine the correct pronoun and tell its use and case.

Recite as follows:

He spoke to whoever, whomever he met.

The noun clause is *whomever he met.* The simple subject of the verb *met* is the pronoun *he. Whomever,* the direct object of the verb *met,* is in the objective case.

1. *Whoever, whomever* comes is welcome.
2. These books may be used by *whoever, whomever* needs them.
3. *Whoever, whomever* is on the field should now report to the gymnasium.
4. Send *whoever, whomever* is on the field to the gymnasium.
5. Take these instructions to *whoever, whomever* you find in charge of the group.
6. *Whoever, whomever* we saw we greeted.
7. When you arrive at the ranch house, give the message to *whoever, whomever* comes to the door.
8. We had a long argument as to *who, whom* is the better writer, Stevenson or Kipling.
9. There was little doubt as to *who, whom* the manager preferred.
10. We were allowed to choose *whoever, whomever* would fill the office most capably.
11. *Whoever, whomever* we chose began the work immediately.
12. The lecturer made certain interesting statements about *who, whom* the aggressors in the early Indian wars had really been.
13. *Whoever, whomever* will carry my books home will do me a great favor.
14. We played tennis against *whoever, whomever* challenged us.
15. I shall play again in spite of *whoever, whomever* tries to prevent my doing so.
16. *Whoever, whomever* you bring will be the other member of the team.
17. Tell *whoever, whomever* you see to come to the game.
18. *Whoever, whomever* comes will see a real contest.
19. There can be very little doubt as to *who, whom* the crowd will favor.
20. *Whoever, whomever* they choose will be very closely observed.

The Compound Personal Pronoun: Correct Use

The **Compound Personal Pronouns** are formed by adding *self* or *selves* to forms of the simple personal pronouns.

The compound personal pronouns are

	Singular Number	Plural Number
First Person	myself	ourselves
Second Person	yourself	yourselves
Third Person	himself, herself, itself	themselves

In the use of compound personal pronouns, note that

1. The forms given are the only correct forms of compound personal pronouns. *Itself* is one word; it is spelled without an apostrophe.

There are no such pronouns as *hisself*, *ourself*, or *theirselves*. These occur in the speech of the illiterate.

2. The compound personal pronoun should not be used as part of a compound expression in place of a simple personal pronoun.

Wrong. *John and myself went to the beach.*

Right. *John and I went to the beach.*

Wrong. *The choice lay between John and myself.*

Right. *The choice lay between John and me.*

Learn this rule:

The compound personal pronoun should be used only to emphasize or to refer to a noun or pronoun already used in the sentence.

For Emphasis. *The president himself could not influence that committee.*

The compound personal pronoun *himself* is used to emphasize the noun *president.*

In Reference. *Each one must do the work for himself.*

The compound personal pronoun *himself* refers to the pronoun *one.*

Questions

1. How are the compound personal pronouns formed?
2. Name the compound personal pronouns.
3. Why is the sentence *Let them do the work theirselves* incorrect?
4. What rule of usage should be remembered about the compound personal pronoun?
5. Why is it incorrect to say *Yesterday John, George, and myself were late?*

Exercise 110

Choose the correct word and give reason for your choice.

1. The child played happily by *hisself, himself.*
2. Two of the boys and *I, myself* are building a small yacht.
3. Will you be willing to go with the others and *me, myself* on the trial trip?
4. The men spared *theirselves, themselves* no trouble in arranging the floral display.
5. This machine speaks for *it's self, itself.*
6. You two boys must sit by *yourself, yourselves.*
7. Mary and Catherine and *I, myself* have been excused for the day.
8. If you and *I, myself* are chosen, shall we complete all the arrangements *ourselves, ourself?*
9. The work *itself, it's self* was not so hard.
10. The boat is hardly safe for you and *I, me, myself* to sail; it is top-heavy.
11. Let them go by *theirselves, themselves;* they are not afraid.
12. The boy struck *himself, hisself* with the bat.
13. Mary, he, and *myself, I* watched the game from a seat high in the grandstand.
14. No one but you or *myself, I, me* is expected to compete in the boat race.
15. James and *I, myself* will not enter our boats in the race.
16. The children designed and made these kites *theirselves, themselves.*
17. If no one is on the program but you and *I, me, myself,* we shall have too great responsibility.
18. That committee certainly takes *itself, theirself* seriously.

THE NOUN AND THE PRONOUN: SUMMARY AND REVIEW

Summary of Definitions

A **Noun** is a name.

A **Common Noun** is a class name.

A **Proper Noun** is a special name.

A **Gerund** is a noun verbal ending in *ing*.

A **Pronoun** is used instead of a noun.

The **Antecedent** of a pronoun is the word for which the pronoun stands.

The **Classes of Pronouns** are personal, relative, interrogative, demonstrative, and indefinite pronouns.

A **Personal Pronoun** distinguishes the person speaking, the person spoken to, or the person or thing spoken about.

A **Compound Personal Pronoun** is formed by adding *self* or *selves* to a form of the simple personal pronoun.

A **Relative Pronoun** introduces a dependent clause which usually it joins to its antecedent.

A **Compound Relative Pronoun** is formed by adding *ever* or *soever* to a form of the simple relative pronoun.

An **Interrogative Pronoun** asks a question.

An **Indefinite Pronoun** has no special antecedent.

A **Demonstrative Pronoun** points out a particular person or thing.

A **Pronominal Adjective** has the form of a pronoun but the use of an adjective.

The **Properties of Nouns and Pronouns** are gender, number, person, and case.

Gender is the property that distinguishes sex.

Masculine Gender denotes the male sex.

Feminine Gender denotes the female sex.

Common Gender denotes either sex.

Neuter Gender denotes neither sex.

Number shows whether one or more than one is meant.

The **Singular Number** denotes one.

The **Plural Number** denotes more than one.

The **Person** of a noun or pronoun denotes whether the person speaking, the person spoken to, or the person or thing spoken about is meant.

The **First Person** denotes the person speaking.

The **Second Person** denotes the person spoken to.

The **Third Person** denotes the person or thing spoken about.

The **Case** of a noun or pronoun is determined by its use in the sentence.

The **Nominative Case** is the case used as the subject of a verb.

The **Possessive Case** is the case used to denote ownership.

The **Objective Case** is the case used as the object of a verb.

Declension is the orderly arrangement of the various forms of a noun or a pronoun.

The **Subject of a Verb** is the word about which the verb asserts.

The **Subjective Complement** completes a linking verb and refers to the subject.

The **Direct Object** of a verb or verbal completes the verb or verbal and names the receiver of the action.

The **Object of a Preposition** is a substantive used with the preposition to form a phrase.

The **Appositive** is a noun or pronoun that follows another noun or pronoun to explain it.

The **Indirect Object** names, without the use of a preposition, the one to or for whom the action is done.

The **Subject of an Infinitive** is a noun or pronoun used with an infinitive in the logical way in which a subject is used with a verb.

A **Noun or Pronoun Used Absolutely with a Participle** has the logical relation of a subject to a verb, the expression being a phrase that is grammatically independent of the rest of the sentence.

Summary of Rules of Usage

1. The pronoun should agree with its antecedent in number.

2. Use of the pronoun determines case of the pronoun.

3. The noun or pronoun used before the gerund should be in the possessive, not the objective, case.

4. The pronoun used as a complement of *to be* has the case of the noun or pronoun to which it refers.

5. The compound personal pronoun should be used to emphasize or to refer to a noun or pronoun already given in the sentence.

Exercise 111

Choose the correct words of those italicized in the following sentences and give a reason for each choice.

1. It wasn't *they, them who, whom* we saw.
2. *Who, whom* did you say he is?
3. *Who, whom* did you take him to be?
4. I wish you and *she, her* to go with John and *I, me* to the concert.
5. Every pupil in the performance will be given *his, their* tickets tomorrow.
6. *Who, whom* are you going to nominate for chairman?
7. The man *who, whom* I wish to nominate has an excellent record.
8. Between James and *he, him* there is little choice.
9. Every one of *we, us* fellows *who, whom* they have nominated has refused the nomination.
10. Let us take *this, this here* cab.
11. You may have any tools *that, what* you need for the work.
12. I don't understand *them, their* signaling to you and *I, me.*
13. It might have been Mary and *I, me who, whom* they saw.
14. What do you think of *us, our* resigning from office?
15. Have you heard of *him, his* winning the contest?
16. *Who, whom* are you going to take to the game?
17. *Who, whom* is going with you and *I, me* to the game?
18. Has every one brought *his, their* books?
19. *Who, whom* did you say you saw yesterday?
20. Are you as tall as *I, me?* You are heavier than *I, me.*

21. The salesman left these papers for you and *I, me,* though I told him that you and *he, him* could decide the matter.
22. *Whose, who's* letters have determined *him, his* coming here?
23. I should like you and *he, him* to go over the road with Mary and *I, me.*
24. It is pleasant for you and *I, me* because we don't drive the car.
25. Far below where Mother and *he, him* were waiting, a stream tumbled among the rocks.
26. Grandfather was tired, and so I helped both *he, him* and Mother up to the car.
27. Father said that if it had been *he, him,* I should have let Mother and *he, him* walk.
28. *Who, whom* did you pass on the road?
29. Neither of the men *has, have* lost *his, their* tools.
30. If Amy and *I, me* are chosen, will you help *she, her* and *I, me* with the program?
31. Everybody was anxious to receive *his card, their cards* of admission.
32. If each of the four boys will come, *he, they* may have work.
33. When you and *she, her* read your parts in the play, we could hear you but not *she, her.*
34. I think it must have been *she, her who, whom* we heard yesterday.
35. Others besides *he, him* and *I, me* have made the same statement.
36. I can't understand *him, his* leaving the play before the last act.
37. *Who, whom* did you say was listening with Mary and *she, her?*
38. I do not know *who, whom* I can employ for this work.
39. *He, him* being the foreman, the work should be well done.
40. I hardly thought of *you, your* going home for some weeks yet.
41. Where did you buy *them, those* shoes?
42. He will play against *whoever, whomever* challenges him.
43. In the doubles, *he, him* and James played against George and *I, me.*
44. They beat us very badly, but it gave *he, him* and *I, me* good practice.

45. Has anyone objected to *us, our* being excused?
46. The rivalry between you and *he, him* for first place is strong.
47. The one *who's, whose* rating is highest will be excused from further examination.
48. Several *who, whom* they chose have been unable to accept the position.
49. John and *I, myself* have begun work there.
50. *Who, whom* are they expecting to do the work?
51. *Who, whom* do they suppose will do the work?
52. This machine oils *itself, it's self* automatically.
53. Did you hear that *he and I, him and me* have parts in the class play?
54. Will you let Mary and *I, me* practice our song today?
55. Give *he and I, him and me* another chance to write that paper.
56. The lecture was illustrated by photographs *that, what* the speaker had taken during his travels.
57. I didn't like *them, those* apples that you gave me.
58. No one thought of *me, my* accepting that position.
59. No one is better qualified than *he, him*, but his family objects to *him, his* assuming the responsibility for the work.
60. If every one of the members will do *his, their* share, the chairman can let you and *he, him* have the reports very soon.
61. The vase *that, what* she bought is beautiful.
62. The leader explained the situation to *whoever, whomever* made inquiry about it.
63. Do you prefer *that, those, them* kind of apple to this kind?
64. The drawing instruments *that, what* you lent me are now in my locker.
65. There has been little difference of opinion as to *who, whom* the representative of the class should be.

THE ADJECTIVE AND THE ADVERB: FORMS AND USES

In order that adjectives and adverbs may be used correctly, attention should be given to both the form and the use of these modifying parts of speech.

It should be remembered that some words are adjectives only, some are adverbs only, and still others are adjectives or adverbs according to their use.

ADJECTIVE AND ADVERB: FORM

The adverb is often formed by adding *ly* to an adjective; thus,

Adjective	Adverb
fine	finely
real	really
sure	surely
slow	slowly
awful	awfully

Some adjectives, however, end in *ly*; for example, *friendly, kindly, likely.*

The following words are either adjectives or adverbs:

cheap	deep	fast	long	right
clean	early	hard	low	short
close	far	late	pretty	wrong

The ending *ly* can be added to some of these words to form other adverbs of different meaning. In these sentences each italicized word is an adverb:

He slept *late.* — We were pressed *hard.*
He has not slept *lately.* — We were *hardly* pressed at all.

The horse was tied *short.*
He broke away *shortly* afterward.

The ending *ly* should not be used with *over, much,* or *thus.* Forms like *overtired* and *much abused* are correct.

The following forms should never be used as adverbs:

good	first-rate	considerable
easy	real	most (meaning almost)
fine	sure	some (meaning somewhat)

ADJECTIVE AND ADVERB: USE

Adjectives and adverbs that are alike in meaning or sound are often confused in use.

Confusion in the use of these adjectives and adverbs occurs most frequently in sentences having verbs like *look, feel, taste, smell, sound* that may be used either as verbs of action or as linking verbs.

To avoid confusion in the use of these modifying parts of speech, keep the following facts in mind:

1. An adverb may be used if the verb expresses action.

He looked coldly at me. *We tasted it suspiciously.*
I felt cautiously about me. *She smelled the rose eagerly.*

The adverbs *coldly, cautiously, suspiciously, eagerly* modify verbs of action.

2. An adjective may be used if the verb is a linking verb.

He looked cold.	Compare: *He was cold.*
She felt anxious.	Compare: *She was anxious.*
The orange tasted good.	Compare: *The orange was good.*
The whistle sounded loud.	Compare: *The whistle was loud.*

The adjectives *cold, anxious, good, loud* are predicate adjectives modifying the subjects of the linking verbs.

3. In certain sentences either the adverb or the adjective may be used without essential difference of meaning.

The sun shone bright. Or, *The sun shone brightly.*
We arrived safe. Or, *We arrived safely.*

4. The adjectives *good* and *bad* and the adverbs *well* and *badly* require special attention.

If the adjective forms are used, they often imply moral goodness or badness, as in the following sentences:

The preacher looked good.	Compare: *He was (morally) good.*
The convict looked bad.	Compare: *He was (morally) bad.*
I felt bad about my deceit.	Compare: *I felt (morally) bad.*

In order to avoid confusion of meaning, however, the adverbs *well* and *badly* may be used in place of the adjective forms when the sentence does not imply moral goodness or badness.

The preacher looked well in his surplice.
The surplice looked well on him.
The cowboy looked badly in evening dress.
Evening dress looked well on him.
I felt badly about his disappointment.

Exercise 112

In these sentences the italicized word is correctly used. Tell what part of speech it is and what it modifies. If you are uncertain of the meaning of the word or what part of speech it is, consult a dictionary.

1. You should stand *straight.*
2. Breathe as *deeply* as you can.
3. You can dive *deep* from this side of the float.
4. You *surely* are the best tennis player in the group.
5. The teacher has been *really* good to us.
6. Doesn't the team play *well* today?
7. The coach feels *happy* about the work of his team.
8. The men are playing *finely.* Their work is *fine.*
9. The fumes from the exhaust smell very *disagreeable.*
10. The fumes filled the room most *disagreeably.*
11. Keep all your papers *carefully* until the end of the term.

12. You must be *careful* of your papers.
13. That man does not look *well*, but he *surely* looks *good*.
14. He isn't *really well*, but he is *really good*.
15. This sandwich looks *queer*, tastes *queer*, and seems made *queerly*.
16. That salesman looks *brisk* and talks *briskly*.
17. She lived *unhappy* and died *unhappy*.
18. His voice grew *steady* again, and he spoke *steadily* for an hour.
19. I can see *plainly* where the picture was hung.
20. My rose bushes are growing *finely*.
21. All the plants look *fine* since the rain.
22. The boy looked *queerly* at his companion and then refused to talk.
23. The boy looked *queer* to his companions.
24. The teacher *surely* must think that we can memorize *easily*.
25. Philip seemed *really* pleased with the results of the experiment.
26. You should act more *sensibly* if you wish to be thought *sensible*.
27. Money comes *easily* to some people.
28. Her playing sounded too *loud* for the room.
29. He looks very *strange* in that hat.
30. The instructor looked *cross* to me, but he has not looked *crossly* in my direction once.
31. You are *surely* wrong.
32. You are *sure*, but you are mistaken.
33. That was a *mighty* earthquake; every building was *mightily* shaken.
34. Your work is only *pretty* good.
35. I am *somewhat* tired.
36. Do your work *well*.
37. Your work looks *well* on that better paper.

The Adverb: Correct Use

Note these suggestions for correct use of certain adverbs:

Do not use double negatives in expressing a negative thought. One negative destroys the force of the other.

WRONG. *I didn't hear nothing.*
RIGHT. *I didn't hear anything.*
RIGHT. *I heard nothing.*

In applying this rule, note that *hardly, scarcely,* and the adverb *only* are negative in meaning, and should not be used with another negative.

WRONG. *I couldn't hardly hear him.*
RIGHT. *I could hardly hear him.*

Do not use the demonstrative *this* or *that* in place of the adverb *thus* or *so.*

WRONG. *I was that angry I could hardly speak.*
RIGHT. *I was so angry I could hardly speak.*

The use of *kind of* and *sort of* as adverbs is incorrect.

WRONG. *I am kind of cold.*
RIGHT. *I am rather cold.*

WRONG. *He sort of fooled us.*
RIGHT. *He somehow fooled us.*

Do not use the adverb *quite,* which means *entirely,* in the sense of *rather.*

WRONG. *It is quite cold today, isn't it?*
RIGHT. *It is rather cold today, isn't it?*
RIGHT. *I am quite recovered now.*

Exercise 113

Choose the correct word in each sentence. Tell what word the adjective or the adverb modifies.

In some sentences, either word is correct. Give the meaning of each where either one may be used.

1. I have cleaned the house as *thorough, thoroughly* as I can.
2. Mary writes pretty *good, well.*
3. The children were *some, somewhat, much* excited about it.

4. She looked *angry, angrily* to the driver.
5. You behave very *strange, strangely* about the loss.
6. You look very *strange, strangely* in that new uniform.
7. The thunder came so *sudden, suddenly* that we were startled.
8. The music sounded as *clear, clearly* as if it were close.
9. He *couldn't hardly ever, could hardly ever* go to the theater with us when we asked him.
10. Those tractors run as *clumsy, clumsily* as the old trucks do.
11. Don't feel so *bad, badly* about not going.
12. The boys always eat *real hearty, very heartily, really heartily* at a picnic.
13. The wind sounds extremely *mournful, mournfully* as it goes round the house.
14. The wind sounded *mournful, mournfully* through the empty house.
15. The girls' glee club sings very *sweet, sweetly.*
16. Their voices sound especially *sweet, sweetly* when they sing that song.
17. The leader looks *well, first-rate* in that costume.
18. That was an *awful, awfully* tragic accident.
19. It *sure, surely* gave me cause to think.
20. They won the game *easy, easily* enough.
21. Answer all questions *fearless, fearlessly* and *frank, frankly.*
22. The engine runs so *quiet, quietly* that you can hardly hear it.
23. Don't sit *that, so* close to the open window.
24. The sheep were huddled *safe, safely* and *warm, warmly.*
25. The old man stared very *strange, strangely* at the passers by.
26. Our books have lain *idle, idly* all summer.
27. I am *some, somewhat* tired after that long walk.
28. The child's grief appeared *real, really* bitter.
29. He wept long and *bitter, bitterly.*
30. You look *strange, strangely* to me in that hat.
31. I was *overly, over* eager to see a *real, really* good circus.
32. Don't speak so *cross, crossly* to your parents.
33. There they sit, *idle, idly* and *happy, happily,* through this summer day.
34. I was *most, almost* dead when I reached home.
35. Most of us felt *rather, kind of* sorry for her.
36. Don't come *no nearer, nearer.*

Exercise 114

In these sentences tell what meaning is given by the use of each italicized word.

1. We found the trail to Fern Lodge *easy, easily.*
2. The aviator landed *safe, safely* after the long flight.
3. Everyone looked so *strange, strangely* that I hesitated to enter.
4. The tones of the old bell sounded *sweet, sweetly* upon the evening air.
5. That demure little woman looks very *good, well* in her gray dress.
6. We are *near, nearly* there now.
7. The man spoke *uncertain, uncertainly* of his plan.
8. The old woman died *miserable, miserably.*
9. That shy child acts *uneasy, uneasily* upon the stage.
10. The old man looks *kind, kindly.*
11. Alarm bells sound *noisy, noisily* during the night.
12. Her tears fell *soft, softly* upon the child's face.
13. A great log burned *bright, brightly* in the open fireplace.
14. When the trail grew hard and steep, we walked on quite *uncertain, uncertainly.*
15. Last year they looked *good, well,* but now how *bad, badly* they look.
16. That boy does not look *good, well.*
17. The workman made the trap *noiseless, noiselessly.*
18. From that spring the water comes *soft, softly.*
19. As the crowd gathers, she appears *shy, shyly* upon the platform.
20. Cut the edges *even, evenly.*

ADJECTIVE AND ADVERB: COMPARISON

Comparison of an adjective or an adverb is the indication, by inflection or otherwise, of degree in quality or quantity.

Many adjectives and adverbs have three degrees: positive, comparative, and superlative.

The **Positive Degree** is the simple form of the adjective or adverb. The positive degree is used when no comparison is made.

1. *That is a tall pine.*
2. *The horse ran fast.*

The adjective *tall* and the adverb *fast* are in the positive degree because no comparison is made.

The **Comparative Degree** of an adjective or adverb expresses more or less of a quality or quantity.

The comparative degree is used when one is compared with another, or when one group is compared with another group.

The horse ran faster than the boy could run.

The adverb *faster* is in the comparative degree; it expresses more of the modifying quality of *fastness.*

That pine is smaller than any other tree here.

The adjective *smaller* is in the comparative degree. It is used to compare one tree with another tree.

The juniper trees on the desert are hardier than those in the canyon.

The adjective *hardier* is in the comparative degree because one group, *juniper trees,* is compared with another group, *those.*

The **Superlative Degree** of an adjective or adverb expresses the most or the least of a modifying quality or quantity.

The superlative degree is used when one is compared with two or more different ones.

The bay horse ran fastest in the races yesterday.

The adverb *fastest* is in the superlative degree. It expresses the most of a modifying quality. The running of the horse is compared with that of two or more different ones.

Last year the score of our baseball team was the lowest of all.

The adjective *lowest* is in the superlative degree. It expresses the least of a modifying quality. The score of one team is compared with those of two or more others.

Methods of Comparing Adjectives and Adverbs

1. Most short adjectives and adverbs form the comparative degree by adding *er*, and the superlative degree by adding *est*, to the positive degree.

2. Longer adjectives and adverbs form the comparative degree by prefixing *more* or *less*, and the superlative degree by prefixing *most* or *least* to the positive degree.

3. Some adjectives and adverbs are compared by using a different word for each degree.

Positive	Comparative	Superlative
tall	taller	tallest
fast	faster	fastest
beautiful	more / or / less beautiful	most / or / least beautiful
steadily	more / or / less steadily	most / or / least steadily
good	better	best
much	more	most
little	less	least

4. Many adjectives, like *square, chief, dead, round, right, wrong,* cannot logically be compared.

Note the following rules for the correct use of the comparative and superlative degrees:

1. When two unequal things are compared, use the comparative degree.

2. When more than two unequal things are compared, use the superlative degree.

3. Do not use the double comparative or double superlative; that is, do not use both *more* and the syllable *er*, or *most* and the syllable *est*; as, *more younger, most fastest.*

4. Do not compare an adjective having a meaning that is absolute. Use an expression like *more nearly square, less nearly round* to express a difference of degree.

Questions

1. How is the positive degree used?
2. When should the comparative degree be used?
3. Does the word *any* mean one or more than one? Why is it incorrect to say *You are the tallest of any of the boys?* What should the sentence be?
4. Is it correct to say *Of all the boys, you are the tallest?* Why?
5. When should the superlative degree be used?
6. In using *square*, how may you express a difference in degree?
7. What are the three methods of comparison? Illustrate.
8. Why is the sentence *Surely these jewels are more costlier than any in a king's crown* incorrect?

Exercise 115

Choose the correct form in the sentences, and give a reason for your choice.

Instructions for Study and Recitation

Make a list of the correct words and expressions. If the correct expression depends upon the number to be compared, write the words to be compared and the letter denoting degree.

If the choice of expression is governed by one of the other rules, after the expression write an abbreviation of the governing rule; thus,

He is ***stronger than any other, the strongest of any*** *of the three.*

He — *any other* C

Do you think this flower is ***perfect, the most perfect?***

perfect — should not be compared

Recite as follows:

The comparative degree *stronger* is used because two are compared, *he* and *any other*.

The adjective *perfect* should not be compared because the meaning is absolute.

1. The dog was bold, but the lion was the *bolder, boldest.*
2. I am *the tallest of any one, taller than any other one* here.
3. This book is the *better, best* of the two.
4. He is *younger than all, the youngest of all.*
5. Which is the *cooler, coolest* way, by the Canadian Pacific or by the Northern Pacific?
6. Which is the *taller, tallest,* the Eiffel Tower or the Woolworth Building?
7. She is *the most fortunate girl of any, a more fortunate girl than any other* in her class.
8. James plays tennis *faster, fastest,* but George plays *more, most skillfully.*
9. Which route is the *shorter, shortest,* the Santa Fe or the Union Pacific?
10. This pond is *rounder, more nearly round* than that one.
11. This is *a more difficult lesson than all, the most difficult lesson of all, a more difficult lesson than any other.*
12. Those corners should be *squarer, more nearly square.*
13. I think that is the *less, least* attractive picture of the two.
14. He is the *smaller, smallest* of the several children.
15. That man is the *chief, chiefest* cause of all the discussion.
16. Francis is the *taller, tallest* of the twins.
17. He played *better, best* the second time.
18. When the three girls raced, Mary sewed the *faster, fastest,* but Sarah sewed the *better, best.*
19. Blanche was *slower than any other, the slowest of any* of the three.
20. That free-hand drawing of a circle is *rounder, more nearly round* than this one.
21. The white rose is the *most beautiful, beautifulest* flower in her garden.
22. He is not *more younger, younger* than she.
23. His record was *better than any other, the best of any* in his class.
24. That cedar is *the largest of any, larger than any other* in the forest.
25. That cedar is *the largest of all, larger than all* the trees in the forest.
26. That drawing is *rounder than, as round as* the circle.

27. The *more swifter, swiftest, swifter* bird of the seven in the flight contest was the little homing pigeon.
28. Has anyone a *beautifuler, more beautiful* picture than this one?
29. Which do you think is the *prettier, prettiest* one of the three?
30. That is the *most correct, the only correct, the correct* way to solve that problem.
31. The rain fell *more steadily on Monday than on any other of the days, most steadily on Monday of any of the days.*
32. Of all the days, the rain fell *more steadily, most steadily* on Monday.
33. What is the *most principal, principal* cause of the trouble?
34. Among those boys the speaker is *more popular than any other, the most popular of any, the most popular of all.*
35. The Mississippi may be the *longer, longest,* but the Amazon has *the more, the most* water.

Exercise 116

Correct all errors in the following sentences, and give a reason for each change that you make.

1. She sure plays the piano nice.
2. James is taller than all of the other boys.
3. Mary feels finely because her paper was accepted.
4. Hers was the most perfect paper, but it was not the most interesting of any.
5. Haven't you never been to the city?
6. The soprano's voice sounded beautifully in the second song.
7. Do you feel pretty good again after your accident?
   Finely, thank you. I am real strong now.
8. The lower corner of your drawing is squarer than the upper one.
9. The wind whistled sort of mournfully.
10. Can you jump this far?
11. Can't you do that work any different?
12. It seems different when I do it this way, but it doesn't hold together good.
13. If you talk nice to Father, he will let us take the car.
14. He sure objected when I first asked him.

15. When we two were small, Jane was the tallest, but I could run the fastest.
16. That made me feel kind of happy.
17. Jane was always the best of any in the class.
18. He couldn't scarcely breathe.
19. Mary can sing beautiful, but her voice is not any beautifuler than her sister's.
20. The chiefest thing to find out before we use it is whether the fire escape is real safe.
21. Does your new car run as good as the old one?
22. The engine runs pretty smooth, but the car isn't so good as the old one.
23. Jerry hadn't only one cartridge left.
24. I never saw the wind blow that hard.
25. This flower is more perfect than all the others.
26. The child looked at us so sorrowful that we felt sorrowful too.
27. We walked along so brisk that we were sure tired.
28. Can't you find nothing better than that to read?
29. My head aches so bad that my glasses sure can't be fitted correct.
30. After examining our books, he said yours was the best, but mine was pretty near right.
31. He nodded very cold to us, but later he talked quite cordial.
32. He grew angry and argued quite angry that he had been misquoted.
33. The cars clanged past so noisy that I could not sleep.
34. The light faded very rapid, and stars glimmered faint in the evening sky.
35. She spoke so kind to us that we were near persuaded to let her have the place.

THE PREPOSITION AND THE CONJUNCTION: CORRECT USE

The preposition and the conjunction do not change in form.

Certain uses of these connectives should receive attention.

1. *Different* should be followed by the preposition *from*, never by the conjunction *than*.

WRONG. *This material is different than that.*

RIGHT. *This material is different from that.*

2. The expression *different from* should be used only about persons or things that can be compared.

WRONG. *The cone of the sugar pine is different from the yellow pine.*

In this sentence *cone* is compared with the *yellow pine*. The comparison is impossible.

RIGHT. *The cone of the sugar pine is different from the cone of the yellow pine*, or *from that of the yellow pine.*

In the corrected sentence, comparison is made between *cone* and *cone*. The second expression is given to show that a pronoun may be used if the repeated use of the noun is awkward.

3. In expressions of comparison, use the preposition *like* to introduce a phrase; use the conjunction *as* or *as if* to introduce a clause.

WRONG. *You speak like he does.*

RIGHT. *You speak like him*, or *You speak as he does.*

WRONG. *Walk across the stage like you were an old man.*

RIGHT. *Walk across the stage as if you were an old man.*

4. In expressions of comparison, *than* and *as* are conjunctions, not prepositions.

WRONG. *George is taller than him.*
RIGHT. *George is taller than he (is).*

5. A clause introduced by *than* or *as* should be so worded that the meaning is clear.

NOT CLEAR. *The coach likes you better than the captain.*
CLEAR. *The coach likes you better than he likes the captain,*
or
The coach likes you better than the captain does.

6. Do not use *without* as a conjunction. It is either a preposition or an adverb; it should not be used to introduce a subordinate clause.

WRONG. *I would not borrow the fishing tackle without you gave me permission.*
Without is incorrectly used to introduce the subordinate clause *you gave me permission.*
RIGHT. *I would not borrow the fishing tackle without your permission.*
Without is correctly used as a preposition having as its object the noun *permission.*
RIGHT. *I would not borrow the fishing tackle unless you gave me permission.*
The subordinating conjunction *unless* has been used instead of the preposition *without.*

7. Use the preposition *between* in speaking of two; the preposition *among* in speaking of more than two.

WRONG. *He divided the money evenly between the three boys.*
RIGHT. *He divided the money evenly among the three boys.*

8. Do not use unnecessary prepositions.

WRONG. *Where are you going to?*
RIGHT. *Where are you going?*

9. Do not use *off of* instead of the preposition *from.*

WRONG. *I got my information off of the clerk at the desk.*
RIGHT. *I got my information from the clerk at the desk.*

Exercise 117

In each sentence choose the correct word, and give a reason for your choice.

1. The customs of the Orient are different *from, than* the customs of the West.
2. Many of the people of Japan now dress *as, like* the Westerners do.
3. The African possessions were divided *among, between* England and France.
4. You should *have, of* taken the opportunity to see the pageant.
5. The members of the cast worked *like, as if* their lives depended upon the success of the entertainment.
6. The tickets for Commencement were divided fairly *among, between* the members of the class.
7. The American circus is quite different *from, than* any traveling show of Europe.
8. You are not so quick as *he, him.*
9. The campers had bought their tent *off of, from* the dealer in outing supplies.
10. No one could *have, of* found a lovelier place in which to spend a few days.
11. A cedar has a very different bark *from, than* that of a pine.
12. No one of our friends has camped so often as *he, him.*
13. No one could take the ferryboat across *without, unless* he had a pilot's license.
14. Suddenly we saw a bobcat spring *onto, upon* the rock above the stream.
15. The campers would *have, of* driven farther, but they were not sure of the road.
16. If anyone else had been driving, there would *of, have* been difficulty in crossing the bridge.
17. We might not drive upon the bridge *without, until* the watchman signaled to us.
18. The bridge had been built *like, as* the pioneers built their bridges.
19. No other campers carried their supplies *as, like* we carried ours.

20. We should not *have, of* had trouble *if, without* we had put everything inside the car.

Exercise 118

Correct all errors in these sentences, and give a reason for each change that you make.

1. Can you tell me where Mr. Jones lives at?
2. It is difficult to tell you without I go part of the way to show where his home is at.
3. After we had come onto the gravel road, we should of driven more slowly.
4. Is the engine in this car quite different than the old car?
5. The top has been taken off of the new roadster; so that it seems entirely different than the old car.
6. If I could of arranged my program, I should of taken Latin off of Mr. Scott.
7. Where have you been working at?
8. Are you planning on a trip during the spring vacation?
9. Will you divide these tickets evenly between the four boys?
10. The teacher may of distributed the tickets unevenly without she counted them first.
11. Those are the maps about which we spoke of yesterday.
12. Swimming in Salt Lake is very different than it is in Lake Michigan.
13. Did you enjoy your visit to Salt Lake City as much as him?
14. My cousin will be here a great deal longer than me.
15. There was a great argument between the three boys as to whether I had driven farther than him yesterday.
16. Skating in the open air is very different than the rink.
17. No one could of found the place where we were to meet at without special directions had been given.
18. We drove out onto the smooth ice just like it was part of the road.
19. When we suddenly put on the brakes, you should of seen the car spin round.
20. For a few minutes we hardly knew where we were at, but very soon we could spin the car just like we had been spinning it always.

SENTENCE STRUCTURE: FORMS AND USES

SENTENCE FORM · ELEMENTS OF THE SENTENCE · SENTENCE FORM: EFFECTIVE USE

SENTENCE FORM

Sentence form means structure of the sentence.

In form, the sentence is simple, compound, complex, or compound-complex. Effective use requires that the punctuation, the grammatical rank, and the position of the sentence elements be considered.

PUNCTUATION AFFECTING SENTENCE FORM

Punctuation helps to determine both the meaning and the form of a sentence. Punctuation affecting sentence form has three uses: to terminate, to separate, and to set off.

Punctuation that Terminates

The marks of punctuation that terminate are the period, the question mark, and the exclamation point. They should not be used between the parts of any sentence.

Every sentence should be followed by a mark of punctuation that terminates.

Note the change of meaning given to this simple sentence, which is declarative in form, by the use of the different marks that terminate:

STATEMENT. *So you are going to Europe.*
QUESTION. *So you are going to Europe?*
EXCLAMATION. *So you are going to Europe!*

The meaning of the following sentence, interrogative in form, is determined by the mark that ends it:

REQUEST. *Will you close that window, please.*
QUESTION. *Will you close that window, please?*
EXCLAMATION. *Will you close that window, please!*

PUNCTUATION THAT SEPARATES

The marks of punctuation that separate are the comma (,), the semicolon (;), and the colon (:).

1. Unless the clauses of a compound sentence are very short and closely connected in thought, a comma is placed before the coördinating conjunction.

The wind from the southwest kept increasing, and soon whitecaps were breaking all over the bay.

The comma placed before the coördinating conjunction *and* separates the two independent clauses and notifies the reader that the second independent thought is coming.

You may wish to stay, but I do not.

The independent clauses in the sentence are short. The comma placed before the conjunction *but* notifies the reader that the second independent clause is coming, and also adds to the effect of contrast expressed by the conjunction *but*.

2. If a coördinating conjunction is not used between the clauses of a compound sentence, a semicolon separates the independent clauses.

The wind roared down through an opening in the hills; white-capped waves came fast and high; the little boat ran home under its jib.

The form of this sentence is indicated by the punctuation; that is, the use of the semicolon to separate the clauses indicates that the sentence is compound. If periods were used instead of the semicolons, there would be three simple sentences.

If independent clauses are separated by the semicolon, they form a compound sentence, even if the connection in thought would not be expressed by one of the coördinating conjunctions.

We did not climb the mountain; the snow was too deep is a compound sentence, having independent clauses separated by the semicolon.

If the subordinating conjunction *because* is used, the sentence *We did not climb the mountain because the snow was too deep* is complex.

Questions

1. What is meant by *sentence form?* How is sentence form determined?
2. What is meant by *sentence element?*
3. Why must the study of punctuation be part of the study of sentence form?
4. For what three purposes is punctuation used? What do you understand by the three uses?
5. Why is this sentence, which is in question form, *Will you please close the door,* often ended by a period?
6. With the sentence *No one here has ever ridden on a locomotive engine,* what end punctuation may be used? What would be the effect of placing a question mark after it? An exclamation point?
7. Name the conjunctions used in forming compound sentences. What are these conjunctions called?
8. How is the comma used in the compound sentence? The semicolon?
9. *Don't lift that box; it will break* is what kind of sentence?
10. What does the punctuation in the following sentences indicate about the form of the sentences?

    The audience was tense with excitement. Suddenly the house lights were extinguished.

    The audience was tense with excitement; suddenly the house lights were extinguished.

    The audience was tense with excitement, because suddenly the house lights were extinguished.

Exercise 119

Combine each pair or group of sentences into one compound sentence, punctuated correctly. Do not overwork the conjunction *and*.

1. From early morning we had followed a road winding up one of the slopes of the Andes.
   By ten o'clock we were nearing the border between Chile and Argentina.

2. Because of the uncommonly high altitude, it seemed advisable to rest for a short time.
   Later we could go on over the ridge.

3. The guide suggested that we walk three miles farther before stopping.
   Marvin and Hertz decided we had better not follow his suggestion.

4. We could remain at a neighboring primitive inn for the night.
   After resting, we could find other accommodations some five miles farther on.

5. We gave the so-called inn a rather hasty inspection.
   None of us could stand the look of the place.
   In fact, leaving it seemed most desirable.

6. The innkeeper was a shaggy, dirty old fellow.
   His inn was a wretched hovel.
   Apparently, even a simple effort at cleanliness had never been worth his while.

7. We had no desire to become even temporary dwellers in the shepherd's hut.
   Instead, we would rest for an hour and then move on.

8. We could fare no worse.
   We might fare better.
   Besides, we had a keen desire to reach a certain place on the border between Chile and Argentina.

9. A wish to see the Christ of the Andes had prompted our long walk.
We were eager to resume our journey.
Furthermore, after a brief rest we could easily reach the border.

10. The Christ of the Andes has been placed high in the mountains between Chile and Argentina.
There it stands as the symbol of a perpetual peace which those countries have agreed to observe.

3. When the only connective between two clauses is an adverbial connective, a semicolon should separate the clauses.

Adverbial connectives such as these may be used either with or without a conjunction:

accordingly	hence	so
also	however	still
besides	indeed	then
consequently	moreover	therefore
furthermore	nevertheless	thus

His car was eight years old; however, it still ran well.

His car still ran; therefore he refused to give it up.

In the two sentences the semicolon is correctly used between the clauses because the only connectives are the adverbs *however* and *therefore.*

If a conjunction is used together with the adverbial connective, a comma separates the clauses.

His car still ran, and therefore he refused to give it up.

Exercise 120

Combine into a compound sentence each of the pairs of sentences in the exercise, using an adverbial connective, with or without a coördinating conjunction, between the principal clauses.

In combining the sentences, use an adverbial connective of the same meaning in place of any introductory phrase. Punctuate each sentence, and be prepared to give a reason for the punctuation that you use.

1. The party of tourists finally agreed among themselves to remain overnight in Pisa.
   For that reason they made arrangements with their conductor to meet him two days later in Florence.

2. The party had reached Pisa too late to go up into the leaning tower.
   In consequence, they were greatly disappointed.

3. The leaning tower seemed to several in the group the most interesting building in Italy.
   The other buildings belonging to the church claimed their attention.

4. The great tower leans fourteen feet from the perpendicular.
   In fact, a person standing at the base under the leaning side feels in danger of being crushed.

5. Several theories are offered to explain the leaning of the Pisa tower.
   Not any one theory has been fully accepted.

6. Michelangelo is credited with some of the work upon the altars in the cathedral at Pisa.
   For that reason the artists in the party were doubly anxious to examine the great church at leisure.

7. The bronze doors of the cathedral are considered especially beautiful.
   Still the beauty of the cathedral doors did not excite everybody's admiration.

8. The women of the party stood rather fearfully upon the top of the leaning tower.
   Then they hurried down to spend a happier period looking at pictures.

Punctuation that Sets Off

The mark of punctuation commonly used to set off is the comma, used singly or in pairs.

The marks of punctuation that separate and that set off should never be used to end a sentence. They are used within the sentence to indicate relation between the elements, or parts.

1. If a modifying clause or a long phrase comes first in the sentence, it is set off by the comma.

When the boat had finally reached its moorings, everyone in it was drenched to the skin.

The comma placed after the subordinate clause *When the boat had finally reached its moorings* notifies the reader that the principal clause is to follow.

Upon reaching home after the trip, we were more than merely ready for the fine supper that awaited us.

The comma after *trip* indicates the end of the long introductory phrase *Upon reaching home after the trip* and notifies the reader that the principal clause is to follow.

Exercise 121

Combine each pair of sentences into a complex sentence beginning with a subordinate clause. Use a subordinating conjunction to introduce the subordinate clause. Retain the meaning, but make any changes that are necessary for clearness or for a pleasing effect.

Punctuate correctly, and be prepared to account for the punctuation that you use.

1. Columbus had been granted an audience by the crowned heads of Spain.
   Columbus' voyage to the Indies became an assured thing.
2. Sir Walter Raleigh used his own private fortune to pay for the venture.
   Sir Walter Raleigh outfitted the first colonizing expedition to the New World.

3. Sir Francis Drake sailed up and down the Spanish Main and captured many a Spanish treasure ship.
Sir Francis Drake was never called a pirate.

4. Drake laughingly told Queen Elizabeth about " singeing the Spaniard's beard."
Drake returned to England with his ship loaded with riches.

5. Shrewd Queen Bess apologized to the King of Spain for Drake's destruction of the Spanish ships.
The queen rewarded Drake with knighthood.

2. The appositive, together with its modifiers, should be set off by a comma or a pair of commas.

John Smith, a red-bearded adventurer of marked ability, made himself governor of the unfortunate group.

The appositive noun *adventurer*, together with its modifiers, *a, red-bearded,* and *of marked ability,* is set off by a pair of commas.

Exercise 122

Combine each pair of sentences into one sentence by changing one of the two sentences to an appositive with its modifiers. Retain the meaning, but make any changes that are necessary for a well-constructed sentence.

1. Jeannette Rankin was elected to the House of Representatives by the state of Wyoming.
Miss Rankin was the first woman member of the United States Congress.

2. Jennie Lind was lovingly called " the Swedish nightingale."
Jennie Lind was the most famous singer of her day.

3. Elizabeth Fry was the leader of prison reform in England.
She became a source of hope and comfort to the wretched victims of ill-treatment in Newgate Prison.

4. David Livingstone was a famous missionary-explorer.

During the nineteenth century, David Livingstone was lost in the jungles of Africa.

5. Henry M. Stanley became the leader of a Livingstone rescue party.

In his book, "In Darkest Africa," Henry M. Stanley tells of many thrilling experiences.

Review of Punctuation

Exercise 123

Classify each sentence of the exercise as simple, compound, complex, or compound-complex.

Divide each compound or complex sentence into the clauses that compose it. Name the connective used between the clauses. Tell whether the clauses are principal or subordinate. Name the subject and predicate of each simple sentence and of each clause.

Account for the use of every mark of punctuation.

TOO BIG FOR ANGER

It was early in the summer of 1861, and the Civil War had actually begun.

During the first months of the war, messengers from the Union army came almost hourly to the capital with discouraging news. In the first engagements the Northern forces had repeatedly met defeat, and the Southern army seemed to be moving steadily toward the capital.

The situation was grave; the fate of the Union was being determined. Far into the night, the President and members of his cabinet met and discussed plans for the conduct of the war. News of the reverses of the Northern army spread. The people of Washington hourly expected Lee and his army to be on the edge of the city.

General McClellan was in command of the Union forces, and no direct word had come from the General to the President. At last Lincoln could stand it no longer; he decided to go to McClellan's home. A member of the cabinet accompanied the President.

Now according to official etiquette, it was not the accepted thing for the President of the United States to visit any private citizen; however, times were too tense for etiquette. Lincoln wanted first-hand news; McClellan was the only man who could give it. When the President arrived, the General was not at home, and so Lincoln and the cabinet member sat down to wait.

Exercise 124

Write the rest of the story, "Too Big for Anger," supplying the necessary capitals and the marks of punctuation that terminate, that separate, or that set off.

Be prepared to give a reason for each mark that you use.

After waiting for more than an hour they heard some one enter the house the servant was heard repeating a message and then someone came toward the parlor as the President rose and went toward the door the General walked hastily past without a word of greeting for his visitors to the great surprise of both the President and the cabinet member the General went on up the stairs they could hear him moving about the upper room then all grew quiet

Again Lincoln sat down to wait ten minutes passed half an hour went by they summoned the servant and sent him to remind McClellan that the President waited when the man returned in a few minutes he was greatly embarrassed the General was too tired for a conference he had gone to bed

Lincoln quietly thanked the servant and left the house the cabinet member was furious he did not wish to make a scene before the servant and so he waited when Lincoln and he were again on the sidewalk the cabinet member burst into violent speech McClellan was a conceited upstart his insolence should be punished at once a fellow like that must be immediately removed from command

Lincoln listened without a word to his companion's outburst as the cabinet minister came to a pause the President smiled his deep sad smile he laid a soothing hand on his associate's shoulder "There, there!" he said. "I will hold McClellan's horse if only he will bring us victories."

Exercise 125

Determine whether each sentence of the exercise is simple, compound, or complex.

Name the clauses that compose each compound and complex sentence.

Name the coördinating or the subordinating conjunctions or the adverbial connectives that join the clauses.

Give a reason for the use of each mark of punctuation.

1. The Matterhorn, a peak of the Alps over fourteen thousand feet high, stands apart from other peaks and is conspicuous for its pointed top and nearly perpendicular sides.
2. Besides being nearly perpendicular, the sides of the Matterhorn are always deep in snow and ice.
3. Because the sides are so very steep, no mountain climber had ever succeeded in reaching the top before 1865.
4. In the summer of 1865, Edward Whymper and a party of Englishmen decided to race a party of Italian climbers to the top.
5. The Englishmen should climb one slope; the Italians should climb from the other side; they would meet at the top.
6. Edward Whymper, the English leader, arrived at the top with his party on July 14th.
7. When the summit of the Matterhorn, a somewhat level ridge, was reached, no one was in sight; still, the Italians might be at the other end of the ridge.
8. Whymper and his party had worried during the whole climb; the Italians might prove the better climbers.
9. As he hastened across the top, Whymper scanned the snow eagerly.
10. The Englishman shouted with joy; the snow was untrodden; therefore, his party had won the climbing race!
11. Whymper peered over the cliff and saw the Italians, mere dots on a vast ice-field, at an immense distance below.
12. Whymper and his companions yelled with all their might; then they tossed a few rocks down.

13. To the great surprise of the Englishmen, the Italians stopped in their climb; then they hurried back down the mountain.
14. When the Italians returned to the village, they vouched for the truth of an old tradition.
15. "There are spirits on the Matterhorn! We have seen them; moreover, the spirits hurled rocks at us!"

SENTENCE FORM: CORRECT USE

Sentence form is often confused by

The **Period Fault,** or separation of a subordinate element from the rest of the sentence by a period

The **Sentence Fault,** or failure to show by any sign where a sentence or an independent clause ends and another begins

The **Comma Fault,** or use of a comma in place of end punctuation or of the semicolon

The Period Fault

The period is correctly used at the end of a sentence.

The **Period Fault** is most likely to occur

1. When a dependent clause or a long phrase introduces a sentence

WRONG. *Several days before the accused was to be brought to trial. He died in his office from heart failure.*

The introductory dependent clause *Several days before the accused was to be brought to trial* is punctuated as if it were a sentence. The period fault is corrected by using the comma instead of the period.

RIGHT. *Several days before the accused was to be brought to trial, he died in his office from heart failure.*

WRONG. *On reaching our cabin at the beach. We soon found driftwood for the fire.*

The phrase *On reaching our cabin at the beach* should be followed by a comma, not by a period.

RIGHT. *On reaching our cabin at the beach, we soon found driftwood for the fire.*

2. When a dependent clause, a phrase, or an appositive, together with its modifiers, follows the principal clause

WRONG. *Nobody could pronounce his name. Which was a long Polish one.*

The dependent clause *which was a long Polish one,* introduced by the relative pronoun *which,* should not be separated from the rest of the sentence by a period.

The period fault in this sentence is corrected by using a comma instead of the period.

RIGHT. *Nobody could pronounce his name, which was a long Polish one.*

WRONG. *He especially liked Chicago. Because he had spent his childhood there.*

The clause introduced by the subordinating conjunction *because* is a dependent clause. It should not be separated from the rest of the sentence by a period.

RIGHT. *He especially liked Chicago because he had spent his childhood there.*

WRONG. *She kept on writing letters. Far into the night.*

The dependent phrase *Far into the night* should not be separated from the rest of the sentence by any mark of punctuation.

RIGHT. *She kept on writing letters far into the night.*

WRONG. *Father brought Billy a toy balloon. A big blue sausage.*

The dependent element, *a big blue sausage,* is in apposition with *balloon.* It should not be separated from the rest of the sentence by a period. The comma sets off an appositive.

RIGHT. *Father brought Billy a toy balloon, a big blue sausage.*

Exercise 126

Some of the word groups in the exercise are punctuated correctly; others are not.

Determine whether each word group of the given list is a

sentence, a subordinate clause, a phrase, or an appositive with modifiers.

Determine whether the word groups are punctuated correctly. If the punctuation is incorrect, be prepared to tell what mark should be used and the reason for its use.

Instructions for Study

Write the first ten word groups that require a change in punctuation, punctuating each correctly.

List the numbers for the other word groups. After each number write *O. K.* if the word group is correctly punctuated. If the word group has a period fault, write *P. F.* after the number and the word after which a comma should be placed; if no mark of punctuation should be used where the period fault occurs, write *none* after *P. F.;* thus,

25 P. F. Balloon
30 O. K.
37 P. F. none

1. Using one hand for swimming and the other for towing his brother. Roger managed to struggle back to shore.
2. I began by pricing one of the most interesting curios. An attractive old banjo clock.
3. Before the Town Council had finished their exciting discussion over Sir Henry's charges. The telephone bell in the outer office began ringing violently.
4. It was the captain's black cat that caused all the bad weather. According to the superstitious ideas of the crew.
5. He wrote me a long, sad letter. Giving a dreary account of all his latest misfortunes.
6. Soon all my friends began nibbling yeast. As a response to this clever advertising campaign.
7. Receiving radio programs was not enough. Before long I wanted to try my hand at broadcasting.

8. When the news of the explorer's death was finally brought to the coast. Many of the people had forgotten what his great mission had been.
9. The alcohol lamp had an irritating way of going out. Even though we kept it carefully protected from the wind.
10. Whenever the steward brought him his favorite luncheon of soup and crackers. The dear old gentleman was usually found snoozing comfortably in his chair.
11. I could never remember to drain my crank-case at stated intervals. The engine didn't seem to mind my neglect, however.
12. In this simple little cottage in the Catskills lived John Burroughs. Who had achieved a unique place among writers on nature.
13. Madame Tussaud's famous wax works were to be restored. After the devastating fire of a year or two before.
14. At first his one serious object was to make money. Now his chief problem is how to spend it wisely.
15. For two hours the great man held us spellbound. Talking to us intimately about his early struggles for success.
16. The boy in buttons ushered me into a large, formal waiting-room. Beyond which I could catch glimpses of the President's cozy little office.
17. As soon as the polo pony caught sight of the players dashing about the field. He began to dance excitedly from side to side.
18. The only one not in the secret was Peters himself. Whom everybody thought to be playing a very deep game.
19. He felt very insecure on the polo pony. Since he had never ridden with an English saddle.
20. Since the mayor knew next to nothing about the work of the Medical Association. He asked a friend to write the address of welcome for him.

The Sentence Fault

The **Sentence Fault** is failure to use punctuation that terminates or punctuation that separates independent clauses.

WRONG. *Judge Blossom was speechless he could only sputter in amazement.*

Judge Blossom was speechless is an independent unit; it may be written as a sentence. *He could only sputter in amazement* is an independent unit. Writing the two units without punctuation constitutes a sentence fault.

The sentence fault may be corrected

1. By the use of a period

RIGHT. *Judge Blossom was speechless. He could only sputter in amazement.*

2. By the use of a semicolon between the two clauses

RIGHT. *Judge Blossom was speechless; he could only sputter in amazement.*

3. By the use of a coördinating conjunction between the two clauses

RIGHT. *Judge Blossom was speechless, and he could only sputter in amazement.*

4. By changing one of the independent clauses to a dependent clause introduced by a subordinating conjunction

RIGHT. *Judge Blossom was so speechless that he could only sputter in amazement.*

Exercise 127

Determine whether each numbered word group in the exercise is one sentence or a pair of independent units.

Tell whether each sentence is simple, compound, or complex.

Name the clauses that compose the compound and complex sentences. Name the connectives that join the clauses.

Tell whether each word group is correctly punctuated as it stands.

Instructions for Study

Write correctly the first ten word groups.

List corrections for the other word groups as follows:

If the unit is correctly punctuated, after each number write *O. K.*

If the unit has a sentence fault, write *S. F.*, the punctuation to be used, and the word after which the mark should be used; thus,

21 O. K.
32 S. F. (;) speechless

1. Her memories were too painful she never entered the garden again.
2. The principal wants to see you he would not tell me why.
3. Nobody could end the story nobody knew what happened at last to Maria.
4. Acid from the battery should not be allowed to spill on the car it eats into the paint.
5. The story cannot be true nobody can be so false as that.
6. My brother could now go on crutches I was delighted with the progress that he had made.
7. There was much building to be done, and only a few men remained unemployed.
8. That night we had to dine at a restaurant because the gas main on our street was under repair.
9. The singer did not seem to notice the sudden darkness she went right on with her song.
10. There was no let-up in the storm, nor did it seem that there ever would be.
11. Even in Paris Mildred hardly ever spoke French everybody insisted on speaking English to her.
12. The telephone does not really simplify modern life on the contrary it complicates it.
13. After taking a picture, always turn the roll in this way you will avoid making double exposures.
14. We all liked him he seemed friendly and sincere.
15. I should willingly have shipped for the cruise the thought of a long voyage tempted me.

16. My typewriter made me spell more carefully it brought out glaringly all my mistakes.
17. The public will not forget Scott his trip to the South Pole was a noble adventure.
18. She tried every kind of persuasion nothing could move him.
19. There was only one trouble with the new school the poor fellow knew nobody.
20. None of us could stand Spike he was always boasting of his father's money.

The Comma Fault

The **Comma Fault** is the use of a comma in place of punctuation that terminates, or the use of a comma in place of the semicolon that separates independent elements.

1. Use of a comma in place of punctuation that terminates

Wrong. *The engine sputtered and stopped, here was a pretty mess!*

Right. *The engine sputtered and stopped. Here was a pretty mess!*

This is a pair of sentences incorrectly separated by a comma. Each sentence of the pair should be followed by a mark that terminates.

Wrong. *What were we to do, we were three miles from a filling station.*

Right. *What were we to do? We were three miles from a filling station.*

The question *What were we to do* should be followed by a question mark. The statement *We were three miles from a filling station* requires a period.

2. Use of the comma in place of the semicolon

Wrong. *Harry had not filled the tank, he had felt sure that there was gas enough.*

Right. *Harry had not filled the tank; he had felt sure that there was gas enough.*

The connection in thought is so close that the two clauses make a compound sentence.

The comma fault is corrected by using the semicolon to separate the two independent clauses of the compound sentence.

WRONG. *Our captain protested the right of their quarterback to play, nevertheless their captain put him in the game.*

RIGHT. *Our captain protested the right of their quarterback to play; nevertheless their captain put him in the game.*

Since the only connective between the two clauses is the adverbial connective, the semicolon should precede the adverbial connective *nevertheless.*

Exercise 128

Determine whether each word group in the exercise is a sentence or a pair of sentences.

Tell whether each sentence is simple, compound, or complex.

Name the clauses of the compound and the complex sentences and the connectives that join the clauses. Name the adverbial connectives that are used.

Tell whether the word groups are punctuated correctly; if they are not, tell what punctuation should be used.

Give a reason for each statement.

1. The next morning she did not feel so well, therefore she decided to rest all day.
2. The foreman also resigned his job, although he was not in sympathy with the strike.
3. Another rain may come in time, otherwise the whole crop will be ruined.
4. Gerald had been warned that the climb was exhausting, nevertheless he decided to try it.
5. Did you ever hear of such a thing, the whole roof had been blown away.
6. She was always working in her garden, therefore we knew where to look for her.

7. The first-class passengers had all the best places, the second-class passengers had all the fun.
8. Bell's Tavern is always crowded and noisy, whereas The Pines is a quiet, restful little resort.
9. The owners called them cottages, to us they seemed rather like palaces.
10. Where were we to go, not a hotel was open so early in the season.
11. The express car always carried valuables, in fact, it was sometimes a traveling treasure vault.
12. How did he get there, that was the most mystifying question.
13. The buds were ready to burst, a few warm days would bring the tree into full blossom.
14. Relief came just in time, a financial panic was barely averted.
15. He did not like the color of the riding-boots, furthermore, they were too tight.
16. Nell's acting seemed absurdly stiff, indeed it could hardly have been more stilted.
17. As the curtain went up, the audience spontaneously applauded the charming scene.
18. I refused to wait longer for her, she was already twenty minutes late.
19. You have done pretty well, now see if you can do better.
20. Most students of engineering are alike, they heartily dislike writing.
21. The audience was astonished when he added the columns with lightning speed.
22. She sang higher and higher, there seemed to be no note too high for her.
23. The summer vacation was not far off, therefore the boys were saving their money for a camping trip to the Rocky Mountains.
24. The doctor had filled his room with old books, and so it was difficult to move around in it.
25. When would help come, with two flat tires we were in a most unfortunate predicament.

ELEMENTS OF THE SENTENCE

The elements of a sentence are either principal, or independent; or subordinate, or dependent.

PRINCIPAL ELEMENTS

The principal clause is the sentence element of highest grammatical rank.

The principal clause may be

1. Any independent clause in a compound sentence

Chester ducked, but he could not avoid the blow.

The independent clauses *Chester ducked* and *he could not avoid the blow* are both principal clauses in this compound sentence.

2. The principal clause in a complex sentence

Chester ducked before the first hard blow struck him.

Chester ducked is the principal clause of this complex sentence.

SUBORDINATE ELEMENTS

The subordinate elements are

1. The subordinate clause

Chester ducked, so that the next blow missed him.

The clause *so that the next blow missed him,* introduced by the subordinating conjunction *so that,* is subordinate to the principal clause *Chester ducked.*

Chester, who was a boxer of experience, quickly ducked.

The clause *who was a boxer of experience,* introduced by the relative pronoun *who,* is subordinate to the principal clause *Chester quickly ducked.*

2. The modifying phrase

Chester ducked to avoid the next blow.

To avoid the next blow is an infinitive phrase, subordinate to the principal clause *Chester ducked.*

In avoiding the blow, Chester ducked and fell.

The gerund phrase *In avoiding the blow* is a subordinate phrase.

Chester ducked with lightning quickness.

The adverbial phrase *with lightning quickness* is a subordinate element.

3. The appositive, together with its modifiers

Chester, a boxer of experience, quickly ducked.

A boxer of experience is an appositive word group, subordinate to the principal clause *Chester quickly ducked.*

4. The modifying word

Chester, ducking, avoided the blow.

The participle *ducking* modifies the noun *Chester* and is a subordinate element.

Questions

1. What sentence element is of the highest grammatical rank? In what kinds of sentences is it used?
2. What grammatical rank has each clause in a complex sentence containing two clauses?
3. What grammatical rank has each clause in a compound sentence containing two clauses?
4. What grammatical rank has an infinitive phrase in a sentence?
5. What are the subordinate elements in a sentence?

Exercise 129

Tell whether each sentence is simple, compound, complex, or compound-complex.

Classify each italicized element as principal or subordinate, and each subordinate element as clause or phrase.

Name the connective that introduces each subordinate clause. Classify the phrase as infinitive, participial, or gerund. Name the appositives.

Give the reason for the use of each mark of punctuation.

Instructions for Study

Begin the study of each sentence by selecting the verb or verbs and the simple subject of each verb.

Having determined the clauses, look for the connecting word or for the punctuation that indicates sentence form. From the connectives and the punctuation, determine the form of the sentence.

1. The Royal Northwest Mounted Police sometimes have duties *which must be discharged near the top of the world.*
2. Inspector French, *an officer of the Royal Northwest Mounted Police,* was ordered to investigate the killing of some white men by a remote tribe of Eskimos.
3. *After making hasty arrangements for a long, hard trip,* French and his patrol started for the North.
4. *They were accompanied by Eskimos,* who were both guides and helpers.
5. At night the Eskimos built igloos, or snow huts, *to protect the party.*
6. Among the Eskimos was a woman *whose chief duty was to repair the footgear at the end of each day's march.*
7. For several days the country *through which they passed* was so forbidding *that usually it was shunned by hunters and trappers.*
8. Because they were traveling as light as possible, the patrol carried a limited supply of food and depended upon game *to add to their food supply;* but *the hard season had driven most of the game to other feeding grounds.*
9. *The route lay across ice fields* that break at times and thus disclose a gulf of tossing water; *in order to cross these places,* the men carried two canoes with them on the march.
10. They feared *being attacked by timber wolves,* and so every night a sentinel kept watch.
11. When their supplies ran low, they were forced to go forward more slowly *in order to hunt deer and seals for food.*
12. They had expected *to find wood or other fuel,* but the desolate region over which they passed had no growth of any

kind; *moreover, their fuel gave out,* and they were compelled to eat uncooked food.

13. One man with a long pole always walked ahead *in order to test the ice for rotten places.*
14. *Even this precaution did not prevent accident;* one of the patrol and two Eskimos, *having broken through,* were hauled with difficulty out of the icy water.
15. Finally in May, French and his patrol reached the settlement of the tribe *to be investigated.*
16. French called the whole tribe together *in order to tell them the white man's law concerning murder and theft.*
17. Through the interpreters, he made clear the form of punishment, *a most fearful kind in the opinion of the Eskimos:* they would be taken far away; *furthermore, never should they return.*
18. *Having explained the white man's law,* French then took the sworn statements of the chief Eskimos *about the killing of the two men.*
19. The white men, *an explorer and a hunter,* had threatened *to throw some Eskimos into an opening in the ice.*
20. The facts of the quarrel were somewhat difficult to learn; *however, the killing seemed a case of self-defense,* and so French decided *not to arrest anyone.*
21. The shortening days, the distance *to be traveled,* and their scant supplies gave the patrol such grave concern *that French was anxious to start back.*
22. *He learned from the Eskimos* that three ships had gone into winter quarters three hundred miles to the west, and he decided *that the best plan would be to strike out for the coast* where perhaps they would receive help.
23. *After nine days' hard travel,* they reached the ships, but *the sailors could spare no supplies of any sort.*
24. French pushed along fifty miles farther to a post of the Hudson's Bay Company, *where he was again delayed by high water;* here they found shelter, but *there was no supply of food.*
25. They could not winter at this post; *they must hurry along;* and so they made for another post at Baker Lake.
26. The patrol struggled with every sort of hardship, *short*

rations, ragged clothing, scant fuel, extreme cold, and physical exhaustion.

27. *It seemed impossible* that they would reach a cache of food *left at Baker Lake two years before, for they were so nearly exhausted* that they covered only a short distance each day.
28. At last the patrol grew too weak to travel; *the Eskimos went on a last desperate search for game.*
29. *By great good fortune* they came upon a herd of musk ox and got near enough *to shoot twenty.*
30. *Their sleds being now piled high with frozen musk ox meat,* the chances *of reaching Baker Lake* were good; their difficulties, however, were not yet over.
31. The thermometer went down to 60° below zero; they burned a sled *in order not to freeze to death.*
32. *After traveling four more wretched days,* they reached another post of the Hudson's Bay Company.
33. There they stayed two days *to thaw out;* then *by traveling two more days,* they reached their own base.
34. *After resting two weeks,* these patrols from the Royal Northwest Mounted Police reported again for duty on their thousand-mile beat.

SENTENCE FORM: EFFECTIVE USE

EFFECTIVE SUBORDINATION

Every writer naturally expresses part of his thought in sentence elements of subordinate rank. If he does not, his writing is childish.

CHILDISH. *Edith saw the stranger. He was distinguished-looking. She turned away. She showed haste.*

Choppy sentences like these are found in primers, but not elsewhere.

To condense the second and fourth sentences into modifying words and to join the modified sentences improves the sentence form.

BETTER. *Edith saw the distinguished looking stranger, and she turned away hastily.*

The sentence can be improved further. The emphasis should be on the second clause. By subordinating the first clause, the writer puts the emphasis on the second clause, where it belongs.

BEST. *On seeing the distinguished looking stranger, Edith turned hastily away.*

A principal clause has been turned into a subordinate gerund phrase, and the sentence has gained in emphasis.

A thought may be subordinated in each of the following ways:

1. By using a subordinate clause

FAULTY. *A rickety three-legged table was in the storehouse and the women found it and they spread the luncheon on it.*

The sentence contains three principal clauses loosely strung together by use of the conjunction *and*.

RIGHT. *The women spread the luncheon on a rickety three-legged table which they found in the storehouse.*

The corrected sentence has one principal clause with the modifying phrase *on a rickety three-legged table* and the subordinate clause *which they found in the storehouse.*

2. By using an infinitive phrase

FAULTY. *I was considering my next move, and I sat down while I considered it.*

The faulty sentence has three clauses loosely put together.

RIGHT. *I sat down to consider my next move.*

The two clauses *I was considering my next move* and *while I considered it* have been condensed to the infinitive phrase *to consider my next move.*

3. By using a participial or a gerund phrase

FAULTY. *Jerry dumped all the odds and ends together into the pot, and he made an excellent mulligatawny stew.*

The sentence contains two principal clauses loosely put together by using the conjunction *and.*

RIGHT. *Dumping all the odds and ends together into the pot, Jerry made an excellent mulligatawny stew.*

In place of the principal clause *Jerry dumped all the odds and ends together into the pot,* the participial phrase *Dumping all the odds and ends together into the pot* has been used as a modifier of *Jerry,* the subject of the principal clause.

RIGHT. *By dumping all the odds and ends together into the pot, Jerry made an excellent mulligatawny stew.*

The gerund phrase *By dumping all the odds and ends together into the pot* has taken the place of one of the principal clauses of the faulty sentence.

In each sentence, the introductory verbal phrase, which refers in thought to the subject *Jerry,* is set off by the comma.

4. By using the appositive and its modifiers

FAULTY. *The drawing teacher was an experienced oarsman, and he helped coach our crew.*

RIGHT. *The drawing teacher, an experienced oarsman, helped coach our crew.*

The sentence has gained force by changing one of the principal clauses to the appositive word group *an experienced oarsman.*

Questions

1. What is the effect of overusing the conjunction *and* in either spoken or written language?
2. Name different sentence elements that should be used for the sake of interest and variety.
3. What parts of speech introduce the subordinate clause?
4. What is the rule for punctuating a long subordinate element used at the beginning of a sentence?
5. What is the rule for correct use of an introductory verbal phrase? What punctuation follows the introductory verbal phrase?

Exercise 130

Combine each pair of sentences into one sentence.

In the sentence that you write, use either sentence of the pair as a subordinate clause or as an infinitive, a participial, or a gerund phrase.

In combining the sentences, retain the meaning but make any changes that are necessary for clearness or smoothness of construction.

Use each kind of subordinate element in at least one sentence.

In the margin of the paper write after each sentence the kind of subordinate element you have used.

Punctuate carefully.

1. The traveler gave a very interesting talk on South American cities.
   His lecture was illustrated with lantern slides and motion pictures.

2. We had read of his trip.
   He had made a very dangerous journey up the Amazon into unexplored jungles.

3. The men prepared for an exciting journey of exploration and discovery.
   They had anticipated most of the difficulties to be met with during the trip.

4. The explorers planned to map and photograph unknown parts of the Amazon country.
   They would fly low in an airplane above the river.

5. Indians in the upper reaches of the river apparently had never seen white men.
   The Indians approached cautiously.

6. The men took a number of photographs of the unknown regions of the Amazon.
   They turned back toward their base of supplies near the mouth of the river.

7. During the return flight, they must make certain adjustments on the engine of the airplane.
   The men searched anxiously for a dry landing place.

8. They flew very close to the turbulent water.
   They scanned both shores for a sand spit big enough to land on.

9. They had flown for miles above the muddy torrent between impenetrable shores.
   At last they sighted a sandspit of considerable size.

10. The men worked in anxious haste.
    They would escape drowning from a sudden rise of the river.

11. Every day and several times a day in the Amazon country, sudden tropical rains beat down in floods.
    The Amazon rises several feet within a very short while.

12. The explorers worked at top speed.
    They made their repairs and were again in the air before a rain flooded the sand spit.

EFFECTIVE POSITION OF MODIFIERS

The meaning of a sentence is affected by the position of the elements in the sentence. Subordinate elements are sometimes misplaced or added loosely after the sentence is seemingly completed. The elements most often misplaced are modifying words, phrases, or clauses. If a modifier is misplaced, the meaning of the sentence becomes obscure, inaccurate, or absurd.

The following general rule should be observed:

A modifier should be so placed that its relation to the word it modifies is at once apparent.

OBSCURE. *After a stormy interview the cashier left the manager in a state of intense agitation.*

The modifying phrase *in a state of intense agitation* seemingly refers to the noun *manager*. If the phrase refers to *manager*, the modifier is correctly placed.

The phrase probably refers to *cashier;* if it does, the sentence should be

After a stormy interview the cashier, in a state of intense agitation, left the manager.

ABSURD. *Father bought a horse from an old farmer that was broken-winded.*

RIGHT. *Father bought from an old farmer a horse that was broken-winded.*

Exercise 131

Write the sentences of the exercise, placing somewhere in the sentence the modifier enclosed in parentheses.

Determine whether the modifier may be placed in more than one position.

If the modifier may be placed in different positions, write sentences using each arrangement.

Punctuate the sentences correctly.

1. The history teacher would rather have boys in his classes. (only)
2. My uncle was taught to read by his brother. (who was the younger of the two)
3. The manager determined to leave the ranch, and no one has heard from him. (for six months)
4. He wished to live in the house where his family had lived. (always)
5. The old house still stands on the main street. (bright with the glare of electric lights)
6. I have heard that the building has been condemned. (never)
7. The leader admitted that he had given the secret away. (almost)
8. As we rode through the canyon, we kept a sharp lookout. (hoping to find traces of the lost fisherman)
9. The high schools will have boys entered in the preliminary sports. (only)
10. The keeper of that roadside inn was prepared for guests who came at customary hours. (never)

Exercise 132

Revise the sentences of the exercise so that the meaning is not obscure, inaccurate, or absurd.

Place the modifying elements so that their relation to the modified words is at once evident.

1. Ted rushed to the place where his brother lay in haste.
2. The guides carried axes for blazing the trail also.
3. The boats can only go out when the tide is high.
4. I never suppose I shall have another such experience.
5. Little Janet managed to keep still for a whole hour with great difficulty.
6. George kept the flies that he used for fishing in a marmalade jar.
7. One cannot always hope that he will have good luck.
8. Finally an old man answered our knock with a jangling bunch of keys.

9. At the fancy dress ball several girls could not dance with the boys because of their enormous hoop skirts.
10. The pioneers feared that the journey across the Mohave Desert would prove too much for the children, being excessively hot and dry.
11. The French in Canada summoned the Indians to aid them against the English during the French and Indian War with whom they had made treaties.
12. An English fur trader was coldly received and was refused lodging by the French inhabitants, not having heard of the war, at one of the surrendered forts.
13. The English trader assumed the disguise of a Canadian trapper having been turned away from the French fort.
14. The Indians would probably kill or capture the trader, having decided to enter the war against the English.
15. A friendly Indian decided to adopt the trader as his brother remembering kindness once shown him by an Englishman.

SENTENCE FORM: REVIEW

Exercise 133

1. What is meant by sentence form?
2. How are sentences classified according to form?
3. In what kinds of sentences may a principal clause be used?
4. By what means can you determine whether a clause is subordinate?
5. Why is punctuation important?
6. For what three purposes are marks of punctuation used? What marks are used for each purpose?
7. What is meant by the term *sentence fault?* How is the sentence fault corrected?
8. What is meant by the term *period fault?*
9. What sentence elements should be considered if the period fault is to be avoided?
10. What two rules for use of the semicolon should be remembered in the study of sentence form?
11. Tell what mark of punctuation is used in a sentence having an adverbial connective as the only connective between two clauses.

12. What mark of punctuation is used between two clauses joined by both a conjunction and an adverbial connective?
13. What subordinate sentence elements give variety and effectiveness to sentence form?
14. What is meant by the term *comma fault?*
15. In what three constructions does the comma fault occur most frequently?
16. How should the appositive be punctuated?
17. What element of the sentence is of highest grammatical rank? In what kinds of sentences may it be used?
18. What is a rule of punctuation that should be observed in writing a subordinate clause?
19. What effect may a misplaced modifier have upon the meaning of a sentence?
20. What can be gained by the study of sentence form?

Exercise 134

Account for the use of each mark of punctuation. Name the sentence elements that are set off or separated by the comma or the semicolon.

1. The lock having been sprung, the door could not be opened.
2. Surely the cabin had not been entered?
3. As soon as the rusty old stove could be propped up, a fire was lighted.
4. Halley predicted the return of the comet that bears his name, but many people of the day laughed at his prediction.
5. Sir Joshua Reynolds, an English portrait painter of the eighteenth century, painted his first portrait from a sketch that he first made on his thumb nail.
6. Sitting in church, the artist hastily made a sketch of a face that interested him; then he began the portrait as soon as he reached home.
7. The "sky-scrapers" of the United States amaze the foreigner; they are very different from foreign office buildings.
8. The next quarter session begins in October, and so we shall not leave the country until after September fifteenth.

9. The boys are enthusiastic about completing their boat landing, and so they will follow several days later.
10. John Hawkins, one of Queen Elizabeth's boldest sea dogs, certainly had a thrilling life.

Exercise 135

Combine the sentences of the exercise into a short story. Some of the sentences should be simple, others compound, and others complex. In combining the sentences, use different subordinate constructions. Paragraph the story.

A BRICKLAYER POET

It has been said that " poets are born, not paid."
The saying certainly applies to Ben Jonson.
Jonson became a famous poet.
He was one of the brightest lights of England's " golden age of literature."
He was a friend of Shakespeare.
He was never able to make any considerable amount of money by his talents.
The exact date of Jonson's birth is not known.
He was probably born in 1573.
As a young fellow, Ben loved his studies.
He attended Cambridge University.
His stepfather was very poor.
Ben was compelled to leave his studies at Cambridge.
He had to work.
He worked for his stepfather, who was a bricklayer.
We can imagine the young poet, trowel in hand.
Disgustedly he slapped the mortar on the bricks.
His thoughts meanwhile were with the Greek poets.
He loved the poets of ancient Greece.
At last Ben could stand bricks and mortar no longer.
Ben ran away.
He became a soldier.
Soldiering took him to Flanders.
He thought soldiering would be more fun than bricklaying.
The soldiering may have been more interesting.

The pay unfortunately was no better.
Jonson returned to London.
He had almost nothing.
He had acquired a few books and a reputation for bravery.
His wit and learning soon made friends for him.
Young Jonson was recognized as a literary genius.
He made the acquaintance of Shakespeare.
Shakespeare helped Ben Jonson.
Shakespeare became Ben's " beloved master."
With Shakespeare's help Jonson's first play was produced.
This first play was called " Every Man in His Humor."
" Every Man in His Humor " is a comedy.
It depicts the follies and foibles of Jonson's day.
Queen Elizabeth herself attended the first performance.
She was highly pleased.
She was not pleased enough, however, to do anything worth while for the poet.
Good Queen Bess was always a thrifty person.
She knew how to save her money.
Jonson wrote a great many plays and masques.
He was very popular.
No public ceremony was considered complete unless Jonson had written something for the occasion.
The poet never became rich.
By the time he was middle-aged, he made money enough to buy food for his family.
He also could afford occasional dinners for himself and his friends.
He and his friends dined at the Mermaid Tavern.
This Tavern was the favorite place of the day.
All the wits gathered at the Mermaid Tavern to dine.
Ability to pay for these two things was the extent of Jonson's financial success.
One of Jonson's songs is " To Celia."
It is usually called " Drink to Me Only with Thine Eyes."
Today it is the best known of Jonson's songs.
It is part of a long poem.
The long poem is called " The Forest."
The rest of the poem is little known.
The song insures Ben Jonson's fame.

SUMMARY AND REVIEW

SUMMARY OF RULES FOR CORRECT AND EFFECTIVE USE · ONE HUNDRED AND TWO CORRECTIONS · INEFFECTIVE AND EFFECTIVE SENTENCE FORM · ABRIDGED DEFINITIONS, ILLUSTRATED

SUMMARY OF RULES FOR CORRECT AND EFFECTIVE USE

The Verb and the Verbal

1. A verb should agree with its subject in person and number.
   - *a.* The indefinites *each, either, neither,* those formed with *-one* or *-body,* and the adjective *every* always imply one at a time and require the singular verb.
   - *b.* Expressions of quantity considered in one mass or amount, though plural in form, require singular verbs.
   - *c.* If the words of a compound subject give the sense of one person or thing, the verb should be singular.
   - *d.* If the words of a compound subject give the sense of more than one person or thing, the verb should be plural.
   - *e.* Singular nouns or pronouns joined by the conjunction *or* or *nor* require a singular verb.
   - *f.* If the sense of a collective noun is that of a unit or one, the verb is singular.
   - *g.* If the sense of a collective noun is that of the individuals composing the group, the verb should be plural.
2. The past tense should never be used with an auxiliary verb.

3. The past participle should never be used alone as the predicate.
4. Future tense auxiliaries should be chosen with regard to meaning.
   a. In statements expressing futurity or expectation on the part of the speaker, use *shall* with the first person and *will* with the second and the third person.
   b. In statements expressing willingness or determination on the part of the speaker, use *will* with the first person and *shall* with the second and the third person.
   c. In questions of the first person, use *shall.*
   d. In questions of the second or the third person, use the auxiliary that is expected in the answer.
5. Inconsistency in tense forms should be avoided.
6. It is better to avoid the use of the split infinitive.
7. A gerund or participial phrase introducing a sentence should refer in thought to the subject of the principal clause.
8. The noun or pronoun used before the gerund should be in the possessive, not the objective, case.

The Noun and the Pronoun

1. The possessive form of the noun is always spelled with an apostrophe.
2. The possessive form of the personal pronoun, of the relative, and of the interrogative is never spelled with an apostrophe.
3. *Kind* and *sort* are nouns in the singular number and should be modified by *this* or *that,* not by *these* or *those.*
4. The pronoun agrees with its antecedent in number and person.
5. The case of the pronoun is determined by its use in the sentence.

6. The relative pronoun *what* should not be used with an antecedent.
7. The compound personal pronoun should not be used in place of a simple personal pronoun. Use the compound personal pronoun only to emphasize or to refer to a noun or pronoun in the sentence.
8. The personal pronoun *them* should not be used in place of the demonstrative adjective *those*.

The Modifier

1. A modifier should be so placed that its relation to the word it modifies is at once apparent.

The Adjective and the Adverb

1. The demonstrative adjective *this* or *that* should not be used in place of the adverb *thus* or *so*.
2. *This here* and *that there* are vulgarisms which should not be used in place of *this* and *that*.
3. *Kind of* and *sort of* should not be used as adverbs.
4. Use the different degrees of the adjective and the adverb correctly.
   a. Use the comparative degree in comparing one with another.
   b. Use the superlative degree in comparing one with two or more than two others.
   c. Do not compare adjectives that are absolute in meaning.
   d. Do not use double comparatives or double superlatives.
5. Do not use double negatives to express a negative meaning; one negative destroys the force of the other.
   a. Since *hardly, scarcely, only,* and *but* when it means *only* are negative in meaning, they should not be used with another negative to express a negative meaning.

The Preposition and the Conjunction

1. Do not use unnecessary prepositions.
2. Use *between* in speaking of two; *among* in speaking of more than two.
3. The preposition *like* should not be used in place of the conjunction *as* or *as if*.
4. The preposition *of* should not be confused in use with the auxiliary verb *have*.
5. The conjunctions *than* and *as* should not be used as prepositions.
6. The preposition *without* should not be used as a conjunction.
7. *Different* should be followed by *from*, not by *than*.
8. Parts of the sentence joined by coördinating conjunctions should be alike in form and in use.
9. The correlative conjunctions should immediately precede the sentence elements that they join.
10. Adverbial clauses introduced by *when* or *where* should not be used as subjective complements.

Summary of Rules of Punctuation

1. Every sentence should be followed by a mark of punctuation that terminates.
2. If the clauses of a compound sentence are joined by a coördinating conjunction, a comma is usually placed before the coördinating conjunction.
3. If a coördinating conjunction is not used between the clauses of a compound sentence, a semicolon separates the independent clauses.
4. If the only connective between two clauses is an adverbial connective, a semicolon separates the clauses.
5. If a modifying clause or a long phrase comes first in the sentence, it is set off by a comma.
6. The appositive, together with its modifiers, should be set off by a comma or a pair of commas.

ONE HUNDRED AND TWO CORRECTIONS

Give a reason for each change from an incorrect to a correct form.

Incorrect	Correct
1. My pencil is broke.	1. My pencil is broken.
2. That's him.	2. That's he.
3. Let Mary and I go with you.	3. Let Mary and me go with you.
4. No one except you and I may go.	4. No one except you and me may go.
5. You wasn't there.	5. You weren't there.
6. It don't sound right.	6. It doesn't sound right.
7. You hadn't ought to do that.	7. You ought not to do that.
8. John and myself went first.	8. John and I went first.
9. What is the trouble between you and he?	9. What is the trouble between you and him?
10. Who do you want?	10. Whom do you want?
11. He isn't overly anxious about his work.	11. He isn't overanxious about his work.
12. I sure will do it.	12. I surely will do it.
13. He feels finely after his swim.	13. He feels fine after his swim.
14. The boy is real sick.	14. The boy is really sick. The boy is very sick.
15. John is the strongest of any of the boys.	15. John is stronger than any other of the boys.
16. I can't hardly see the stage.	16. I can hardly see the stage.
17. He done his work well.	17. He has done his work well. He did his work well.
18. Fasten these instructions onto your paper.	18. Fasten these instructions to your paper.
19. This here book is interesting.	19. This book is interesting.
20. Don't touch them plants.	20. Don't touch those plants.
21. The car runs good.	21. The car runs well.
22. We seen the accident.	22. We saw the accident.
23. Mother laid down to rest.	23. Mother lay down to rest.
24. This is different than that.	24. This is different from that.
25. Will I carry those for you?	25. Shall I carry those for you?
26. Don't set on that chair.	26. Don't sit on that chair.
27. He dove from the pier.	27. He dived from the pier.
28. Let your book lay open.	28. Let your book lie open.
29. Are either of the men in the shop?	29. Is either of the men in the shop?

Incorrect	Correct
30. You walk like you were hurt.	30. You walk as if you were hurt.
31. Everybody had their umbrellas.	31. Everybody had his umbrella.
32. There wasn't nobody there.	32. There was nobody there.
33. Who's hat have you?	33. Whose hat have you?
34. These kind of apples are good.	34. This kind of apple is good.
35. Where is he at?	35. Where is he?
36. This pen writes fine.	36. This pen writes very well.
37. John could of gone.	37. John could have gone.
38. Neither the man nor the boy are here.	38. Neither the man nor the boy is here.
39. Us fellows can't go.	39. We fellows can't go.
40. The water main bursted.	40. The water main burst.
41. I borrowed money off of him.	41. I borrowed money from him.
42. The boy had drank lemonade.	42. The boy had drunk lemonade.
43. The troops attackted at dawn.	43. The troops attacked at dawn.
44. Whose the first speaker?	44. Who's the first speaker?
45. The work is some easier.	45. The work is somewhat easier.
46. Do you object to me going?	46. Do you object to my going?
47. When I come to school today, I found my locker open.	47. When I came to school today, I found my locker open.
48. The room seems kind of cold.	48. The room seems rather cold.
49. Let him go hisself.	49. Let him go himself.
50. The chairman had rose to speak.	50. The chairman had risen to speak.
51. Did you see Mary and I fall?	51. Did you see Mary and me fall?
52. Has the bell rang yet?	52. Has the bell rung yet?
53. Looking at the cartoons, time passed quickly.	53. While we were looking at the cartoons, the time passed quickly.
54. Will we be late now?	54. Shall we be late now?
55. He can't get no work.	55. He can't get work. He can get no work.
56. We took French off of Miss Dubois.	56. We studied French with Miss Dubois.
57. Your cap is laying on the floor.	57. Your cap is lying on the floor.
58. He says he ain't quite ready yet.	58. He says he isn't quite ready yet.
59. You are stronger than me.	59. You are stronger than I.
60. Him and I were chosen.	60. He and I were chosen.
61. Haven't either of you done the work?	61. Hasn't either of you done the work?
62. I'm some better, thank you.	62. I'm somewhat better, thank you.

Incorrect	Correct
63. All of we girls went.	63. All of us girls went.
64. Ten pounds aren't enough sugar for a dollar.	64. Ten pounds isn't enough sugar for a dollar.
65. Don't go without you get permission.	65. Don't go unless you get permission.
66. One of the pages seem lost.	66. One of the pages seems lost.
67. This figure is squarer than that.	67. This figure is more nearly square than that.
68. A simple sentence is where a sentence has one subject and one predicate.	68. A simple sentence is a sentence that has one subject and one predicate.
69. If I was you, I should go.	69. If I were you, I should go.
70. Mary don't come till nine o'clock.	70. Mary doesn't come till nine o'clock.
71. Whom did you think it was?	71. Who did you think it was?
72. He couldn't scarcely stand.	72. He could scarcely stand.
73. This is the book what we are using.	73. This is the book that we are using.
74. That there book is his.	74. That book is his.
75. He couldn't either hear nor speak.	75. He could neither hear nor speak.
76. The children couldn't make the kite by theirselves.	76. The children couldn't make the kite by themselves.
77. The flower is beautifuller than the bud.	77. The flower is more beautiful than the bud.
78. They went with him and I.	78. They went with him and me.
79. You had ought to go.	79. You ought to go.
80. Bread and milk are a simple food.	80. Bread and milk is a simple food.
81. An agent stood at the door and talks about his sales.	81. An agent stood at the door and talked about his sales.
82. I am younger than him.	82. I am younger than he.
83. We learned that water was composed of two gases.	83. We learned that water is composed of two gases.
84. Who shall I give this to?	84. Whom shall I give this to?
85. You can work as well as me.	85. You can work as well as I.
86. No one had their lessons today.	86. No one had his lessons today.
87. They will have to pretty soon now begin work.	87. They will have to begin work pretty soon now.
88. If some one of the men aren't there, customers won't wait.	88. If some one of the men isn't there, customers won't wait.
89. Who's at the door? Me.	89. Who's at the door? I.

Incorrect	Correct
90. He says, "No;" but says I, "Yes."	90. He says, "No;" but say I, "Yes."
91. The principal, as well as the teachers, were late.	91. The principal, as well as the teachers, was late.
92. We visited the Grand Canyon, which was in Arizona.	92. We visited the Grand Canyon, which is in Arizona.
93. She seems sort of sad.	93. She seems rather sad. She seems somewhat sad.
94. We have worked this long without help.	94. We have worked thus long without help.
95. Divide the gains between the five men.	95. Divide the gains among the five men.
96. Sometimes the waves would raise over the pier.	96. Sometimes the waves would rise over the pier.
97. Where can you buy those sort of flowers?	97. Where can you buy that sort of flower?
98. He always kind of frightens me.	98. He always rather frightens me.
99. Where are they going to?	99. Where are they going?
100. Send whomever is there.	100. Send whoever is there.
101. Boy's hats for sale.	101. Boys' hats for sale.
102. You can't run that fast.	102. You can't run so fast.

INEFFECTIVE AND EFFECTIVE SENTENCE FORM

Give a reason for each correction that has been made in changing from ineffective to effective sentence form.

INEFFECTIVE	EFFECTIVE
A freckle faced towheaded boy hurried down a country road near Raleigh North Carolina on the night of June 15 1824.	On the night of June 15, 1824, a freckle-faced, towheaded boy hurried down a country road near Raleigh, North Carolina.
Two other young fellows and he amused themselves a day or two before. Throwing stones at a hot-tempered mans house.	A day or two before, he and two other young fellows had amused themselves by throwing stones at the house of a hot-tempered man.
They knew that trouble would be brewing for them naturally. So they decided they ought not risk and stay overnight in town.	Naturally they knew that trouble would be brewing for them, and so they decided that they ought not to risk staying in town overnight.
As it happened the towheaded boy was apprenticed to a tailor and he wanted his young workman.	As it happened, the towheaded boy was apprenticed to a tailor, who wanted his young workman.
This tailor was unwilling to loose his apprentice, therefore he widely advertised for the return of young Andrew by offering a reward of 10 dollars.	This tailor was unwilling to lose his apprentice; therefore he advertised widely for the return of young Andrew, offering a reward of ten dollars.
He was not found however, he went into Tennessee and grew up with the new state.	The boy was not found, however. He went into Tennessee and grew up with the new state.
Isn't it interesting that "Young Andrew" was Andrew Johnson a future president of the United States.	Isn't it interesting that "young Andrew" was Andrew Johnson, a future President of the United States?
Elected vice-President of the United States Andrew Johnson held office until the assassination of Abraham Lincoln. When he became the nations president.	Elected Vice President of the United States, Andrew Johnson held office until the assassination of Abraham Lincoln; then he became the President of the nation.

Ineffective	Effective
After a forty years' absence Andrew Johnson the President of the United States returned to Raleigh, which town he fled once from.	After an absence of forty years, Andrew Johnson, the President of the United States, returned to Raleigh, the town from which he had once fled.
They found a copy of the old newspaper which contains the advertisement for " young Andrew," it is one of the prized possessions of the North Carolina historical society. So also is the shears that the future President must of used when he was an apprentice in the tailors shop.	A copy of the old newspaper containing the advertisement for " young Andrew " has been found. It is now one of the prized possessions of the North Carolina Historical Society; so also are the shears that the future President must have used when he was an apprentice in the tailor's shop.

ABRIDGED DEFINITIONS, ILLUSTRATED

1. **Absolute expression:** grammatically independent
   The rain having ceased, we drove home.
2. **Adjective:** modifies noun or pronoun
   The old man looks *feeble.*
3. **Adverb:** modifies verb, adjective, adverb
   The engine runs *very smoothly.*
4. **Adverbial connective:** adverb having connective force
   It was cold; *therefore* I remained at home.
5. **Analysis:** separation into elements, or parts
6. **Antecedent:** word to which pronoun refers
   George bought his book.
7. **Apostrophe:** mark denoting ownership or contraction
   George's hat. *You're* late.
8. **Appositive:** explains
   I saw John, the *gardener.*
9. **Articles:** *a, an, the*
10. **Assert:** state, ask, or command
11. **Auxiliary** (***may, can, must, will, shall, might, could, would, should, ought;*** sometimes forms of ***do, be, have***): helping verb
12. **Case:** form of noun or pronoun determined by use
    a. **Nominative case:** subject form
    b. **Possessive case:** ownership form
    c. **Objective case:** object form
13. **Clause:** sentence element having subject and predicate
    When men work,
14. **Collective noun:** name of group considered as one
    The *herd* of buffaloes is in the park.

15. **Comma fault:** use of comma in place of semicolon or of end punctuation

The box-office was closed, I was too late.

16. **Common noun:** class name

The *wind* blows.

17. **Comparison:** change in form of adjectives and adverbs to denote degree

a. **Positive degree:** *busy, good, gladly*
b. **Comparative degree:** *busier, better, more* or *less gladly*
c. **Superlative degree:** *busiest, best, most* or *least gladly*

18. **Complement:** completes

a. **Direct object:** I saw the *deer.*
b. **Subjective complement:** It was *I.*
c. **Objective complement:** We chose him *leader.*

19. **Complex sentence:** principal clause and subordinate clause or clauses

The man who came is my brother.

20. **Compound element:** equal parts joined by conjunction

a. **Compound subject:** A *boy* and a *girl* came.
b. **Compound predicate:** They *came* and *went.*
c. **Compound subject and predicate:** The *boy* and *girl* from that school *came* but soon *left.*
d. **Compound object:** I have *pencil* and *paper.*
e. **Compound subjective complement:** He is *secretary* and *treasurer.*
f. **Compound phrase:** I have visited *in New York* and *in Boston.*

21. **Compound sentence:** two or more independent clauses

I can swim, but he can not.

22. **Conjugation:** arrangement of all forms of verb and verbal

23. **Conjunction:** joins

Take this *or* that.

24. **Coördinate:** of equal rank

25. **Coördinating conjunction** (*and, but, or, nor*): joins elements of equal rank

26. **Correlatives** (*both — and, not only — but also, either — or, neither — nor*): conjunctions used in pairs

Not only the boys *but also* the girls climbed the high peak.

27. **Declarative sentence:** states

The rain is over.

28. **Declension:** arrangement of forms of substantive

29. **Demonstrative pronoun** (*this, that, these, those*): points out

Of the two roses, *this* is the more fragrant.

30. **Dependent:** subordinate

31. **Diagram:** picture, or graph

32. **Element of sentence:** word, phrase, or clause

33. **Ellipsis:** omission

34. **Elliptical clause:** clause lacking part or parts

You are taller *than he.*

35. **Essential part:** necessary part

36. **Exclamatory sentence:** expresses emotion

How bright the stars are!

37. **Expletive** (*there*): a word that fills in

There are six great land divisions.

38. **Gender:** distinction of sex

a. **Masculine:** male
b. **Feminine:** female
c. **Common:** either sex
d. **Neuter:** without sex

39. **Gerund:** verbal noun ending in *ing*

Speaking tired his throat.

40. **Imperative sentence:** commands
Close the door, please.

41. **Implies:** suggests

42. **Indefinite pronoun** (***each, either, neither, all, some, one,*** etc.): has no special antecedent

43. **Independent clause:** complete in meaning and not used as part of speech

44. **Independent element:** without grammatical relation to the rest of the sentence
How tall you are, *Miss Smith!*

45. **Indirect object:** one to or for whom action is done
Give *me* the book.

46. **Infinitive:** verbal having sign *to* expressed or understood
We wish *to go.* Let me *go.*

47. **Interjection:** exclamatory word
Whew! It is warm.

48. **Interrogative pronoun** (***who, which, what***): asks a question
Who came yesterday?

49. **Interrogative sentence:** asks a question
Did you see the parade?

50. **Intransitive verb:** asserts being or action not passing over
He *came* yesterday.

51. **Irregular verb:** follows no rule for forming principal parts
go, went, gone

52. **Linking verb:** joins subject and subjective complement
He *is* champion.

53. **Modifies:** limits or restricts
The whole column moved *slowly to the front.*

54. **Mood:** manner of assertion
a. **Indicative:** mood of fact
He *was* here yesterday.
b. **Imperative:** mood of command
Be here promptly.
c. **Subjunctive:** mood of imagined idea
If he *were* here, I *should see* him.

55. **Noun:** name
a. **Common noun:** The *boy* is here.
b. **Proper noun:** *Wilbur* is here.

56. **Number:** indicates how many
a. **Singular number:** The *boy is* here.
b. **Plural number:** The *boys are* here.

57. **Object of verb:** receiver of action
He bought a new *car.*

58. **Objective complement:** what object becomes as a result of action of verb
We elected Ned *chairman.*
They painted the old vase *blue.*

59. **Participle:** adjective verbal
a. Forms
Present participle: ends in *ing*
The book *lying* there is his.
Past participle: various forms
The book has *lain* there for days.
Perfect participle: *having* + past participle
The book, *having lain* in the water, is ruined.
b. Uses
Absolute : The rain *having ceased,* we drove home.
As modifier: The child, *hurt* by the fall, cried.
As part of verb-phrase: The wind is *blowing.*

60. **Parts of speech:** classes of words

61. **Period fault:** use of period to set off dependent element

I hurt myself badly. While skating in the park.

62. **Person:** indicates speaker, one spoken to, or one spoken about

a. **First person** (***I, we***): speaker
b. **Second person** (***thou, you, ye***): one spoken to
c. **Third person** (**nouns and pronouns**): one spoken about

63. **Personal pronoun** (***I, thou, you, he, she, it***): distinguishes person

64. **Phrase:** sentence element without subject and predicate

a. **Gerund:** *After trying once,* he succeeded.
b. **Infinitive:** They expect *me to go,* however.
c. **Participial:** *Having at last decided,* we went at once.
d. **Prepositional:** Go *to the door.*
e. **Verb-phrase:** The leader *could have played* too.

65. **Plural number:** denotes more than one

The *trees are* tall.

66. **Predicate:** asserts

Men *work.*

67. **Predicate adjective** (**subjective complement**): completes verb, refers to subject

He looks *feeble.*

68. **Preposition:** joins its object to another word

He put the book *on* the table.

69. **Prepositional phrase:** phrase introduced by preposition

He came *into the room.*

70. **Principal:** chief, or highest in rank

71. **Principal clause:** contains verb that makes the principal assertion

The report spread that gold had been discovered.

72. **Principal parts of verb:** present tense, past tense, past participle

dive, dived, dived; lie, lay, lain

73. **Pronominal adjective:** pronoun form used as adjective

This book is *my* favorite.

74. **Pronoun:** used instead of noun

He rode yesterday. *Everyone* is here.

75. **Proper noun:** special name

George; The Call of the Wild

76. **Regular verb:** forms past tense and past participle by adding *d* or *ed* to infinitive

attack, attacked, attacked

77. **Relative pronoun (*who, which, what, that*):** introduces a subordinate clause

a. The man *who* came is my brother.
b. The book *which* you see is an algebra.
c. I have *what* I need.
d. This is the door *that* sticks.

78. **Sentence:** complete thought

79. **Sentence fault:** no separating sign between independent units

Nobody knew him he knew nobody.

80. **Sentence form:** structure of the sentence

81. **Simple sentence:** one subject, one predicate

The children have gone.

82. **Singular number:** denotes one

The *tree is* tall.

83. **Structure:** arrangement of elements

84. **Subject:** part about which assertion is made

Men work.

85. **Subjective complement:** completes verb, refers to subject
   a. **Predicate adjective:** He looks *feeble.*
   b. **Predicate noun:** The man later became *president.*
   c. **Predicate pronoun:** It was *he.*

86. **Subordinate:** of lower rank

87. **Subordinate clause:** one used as a part of speech
   The man *who came* is my brother.

88. **Subordinating conjunction:** introduces subordinate clause
   Come *if* you wish.

89. **Substantive:** usually, a noun or a pronoun

90. **Tense:** time
   a. **Present:** I *go* today.
   b. **Past:** I *went* yesterday.
   c. **Future:** I *shall go.*
   d. **Present perfect:** I *have gone.*
   e. **Past perfect:** I *had gone.*
   f. **Future perfect:** I *shall have gone.*

91. **Transitive verb:** asserts action passing over
   I *lost* the book. The book *is lost.*

92. **Transposed order:** changed order
   Round the corner dashed the car.

93. **Verb:** asserts
   You *work* hard. *Are* you *working* hard? *Work* hard.

94. **Verbal:** implies action or being

95. **Verb-phrase:** auxiliary or auxiliaries + verbal
   You *may go* now. George *may have gone* home.

96. **Voice:** indicates subject as acting or acted upon
   Active Voice: subject acting
   a. The hunter *killed* a deer.
   Passive Voice: subject acted upon
   b. The deer *was killed* by the hunter.

CONJUGATION OF THE VERB

CONJUGATION OF THE VERB *TO BE* · CONJUGATION OF THE VERB *TO HAVE* · CONJUGATION OF THE VERB *TO SEE* · CONJUGATION OF THE VERB *TO LIE*

The **Conjugation of a Verb** is the systematic arrangement of all the forms of the verb.

The conjugation of a verb includes the principal parts and all the changes in form for voice, person, number, tense, and mood of the verb and verbals.

Verbs have three conjugations:

1. Simple conjugation, given below
2. Emphatic conjugation, composed of the present and past tense forms of the verb *do* + the infinitive of the given verb; thus,

   I do see, etc.

3. Progressive conjugation, composed of the conjugation of the verb *be* + the present participle of the given verb; thus,

   I am seeing, etc.

The following conjugations should receive careful study.

CONJUGATION OF THE VERB TO BE

INDICATIVE MOOD

Present Tense		Present Perfect Tense	
Singular	*Plural*	*Singular*	*Plural*
1. I am	we are	I have been	we have been
2. you are	you are	you have been	you have been
3. he is	they are	he has been	they have been

Past Tense		Past Perfect Tense	
Singular	*Plural*	*Singular*	*Plural*
1. I was	we were	I had been	we had been
2. you were	you were	you had been	you had been
3. he was	they were	he had been	they had been

Future Tense		Future Perfect Tense	
1. I shall be	we shall be	I shall have been	we shall have been
2. you will be	you will be	you will have been	you will have been
3. he will be	they will be	he will have been	they will have been

SUBJUNCTIVE MOOD

Present Tense		Present Perfect Tense	
1. I be	we be	I have been	we have been
2. you be	you be	you have been	you have been
3. he be	they be	he have been	they have been

Past Tense		Past Perfect Tense	
1. I were	we were	I had been	we had been
2. you were	you were	you had been	you had been
3. he were	they were	he had been	they had been

IMPERATIVE MOOD

Present Tense

Singular	*Plural*
2. be	2. be

INFINITIVES

Present to be **Perfect** to have been

PARTICIPLES

Present being **Perfect** having been
Past been

GERUNDS

Present being **Perfect** having been

CONJUGATION OF THE VERB TO HAVE

INDICATIVE MOOD

Present Tense

Singular	*Plural*
1. I have	we have
2. you have	you have
3. he has	they have

Present Perfect Tense

Singular	*Plural*
I have had	we have had
you have had	you have had
he has had	they have had

Past Tense

1. I had	we had
2. you had	you had
3. he had	they had

Past Perfect Tense

I had had	we had had
you had had	you had had
he had had	they had had

Future Tense

1. I shall have	we shall have
2. you will have	you will have
3. he will have	they will have

Future Perfect Tense

I shall have had	we shall have had
you will have had	you will have had
he will have had	they will have had

SUBJUNCTIVE MOOD

Present Tense

1. I have	we have
2. you have	you have
3. he have	they have

Present Perfect Tense

I have had	we have had
you have had	you have had
he have had	they have had

The past tense and the past perfect tense are the same as those of the indicative mood.

Past Tense

1. I had	we had
2. you had	you had
3. he had	they had

Past Perfect Tense

I had had	we had had
you had had	you had had
he had had	they had had

IMPERATIVE MOOD

Present Tense

Singular	*Plural*
2. have	2. have

INFINITIVES

Present	to have	Perfect	to have had

PARTICIPLES

Present	having	Perfect	having had
Past	had		

GERUNDS

Present	having	Perfect	having had

CONJUGATION OF THE VERB TO SEE

INDICATIVE MOOD

ACTIVE VOICE		PASSIVE VOICE	
Singular	*Plural*	*Singular*	*Plural*
Present Tense			
1. I see	we see	I am seen	we are seen
2. you see	you see	you are seen	you are seen
3. he sees	they see	he is seen	they are seen
Past Tense			
1. I saw	we saw	I was seen	we were seen
2. you saw	you saw	you were seen	you were seen
3. he saw	they saw	he was seen	they were seen
Future Tense			
1. I shall see	we shall see	I shall be seen	we shall be seen
2. you will see	you will see	you will be seen	you will be seen
3. he will see	they will see	he will be seen	they will be seen
Present Perfect Tense			
1. I have seen	we have seen	I have been seen	we have been seen
2. you have seen	you have seen	you have been seen	you have been seen
3. he has seen	they have seen	he has been seen	they have been seen
Past Perfect Tense			
1. I had seen	we had seen	I had been seen	we had been seen
2. you had seen	you had seen	you had been seen	you had been seen
3. he had seen	they had seen	he had been seen	they had been seen

ACTIVE VOICE		PASSIVE VOICE	
Future Perfect Tense			
Singular	*Plural*	*Singular*	*Plural*
1. I shall have seen	we shall have seen	I shall have been seen	we shall have been seen
2. you will have seen	you will have seen	you will have been seen	you will have been seen
3. he will have seen	they will have seen	he will have been seen	they will have been seen

SUBJUNCTIVE MOOD

ACTIVE VOICE		PASSIVE VOICE	
Present Tense			
1. I see	we see	I be seen	we be seen
2. you see	you see	you be seen	you be seen
3. he see	they see	he be seen	they be seen
Past Tense			
1. I saw	we saw	I were seen	we were seen
2. you saw	you saw	you were seen	you were seen
3. he saw	they saw	he were seen	they were seen
Present Perfect Tense			
1. I have seen	we have seen	I have been seen	we have been seen
2. you have seen	you have seen	you have been seen	you have been seen
3. he have seen	they have seen	he have been seen	they have been seen

The past perfect tense is the same as that of the indicative mood.

Past Perfect Tense			
1. I had seen	we had seen	I had been seen	we had been seen
2. you had seen	you had seen	you had been seen	you had been seen
3. he had seen	they had seen	he had been seen	they had been seen

IMPERATIVE MOOD

ACTIVE VOICE		PASSIVE VOICE	
Present Tense			
Singular	*Plural*	*Singular*	*Plural*
2. see	see	be seen	be seen

INFINITIVES

Present	to see	to be seen
Perfect	to have seen	to have been seen

PARTICIPLES

Present	seeing	being seen
Past		seen
Perfect	having seen	having been seen

GERUNDS

Present	seeing	being seen
Perfect	having seen	having been seen

CONJUGATION OF THE VERB TO LIE (TO RECLINE)

INDICATIVE MOOD

Present Tense		Present Perfect Tense	
1. I lie	we lie	I have lain	we have lain
2. you lie	you lie	you have lain	you have lain
3. he lies	they lie	he has lain	they have lain
Past Tense		**Past Perfect Tense**	
1. I lay	we lay	I had lain	we had lain
2. you lay	you lay	you had lain	you had lain
3. he lay	they lay	he had lain	they had lain
Future Tense		**Future Perfect Tense**	
1. I shall lie	we shall lie	I shall have lain	we shall have lain
2. you will lie	you will lie	you will have lain	you will have lain
3. he will lie	they will lie	he will have lain	they will have lain

SUBJUNCTIVE MOOD

Present Tense		Present Perfect Tense	
Singular	*Plural*	*Singular*	*Plural*
1. I lie	we lie	I have lain	we have lain
2. you lie	you lie	you have lain	you have lain
3. he lie	they lie	he have lain	they have lain

The past tense and the past perfect tense are the same as those of the indicative mood.

Past Tense		Past Perfect Tense	
1. I lay	we lay	I had lain	we had lain
2. you lay	you lay	you had lain	you had lain
3. he lay	they lay	he had lain	they had lain

IMPERATIVE MOOD

Present Tense

Singular	*Plural*
2. lie	2. lie

INFINITIVES

Present	to lie	**Perfect**	to have lain

PARTICIPLES

Present	lying	**Perfect**	having lain
Past	lain		

GERUNDS

Present	lying	**Perfect**	having lain

DIAGRAM FORMS

OTHER SENTENCE ELEMENTS · THE COMPOUND ELEMENTS OF THE SENTENCE · THE COMPLEX SENTENCE · THE COMPOUND-COMPLEX SENTENCE

The diagram forms for the following sentence elements may be found on the pages indicated.

Adjective, 72
Adverb, 85
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Relative Clause, 241–242
Simple Subject and Predicate, 20–21
Subjective Complement, 135

OTHER SENTENCE ELEMENTS

Adverbial Noun

The adverbial noun is placed, like an adverb, on a slanting line under the word it modifies.

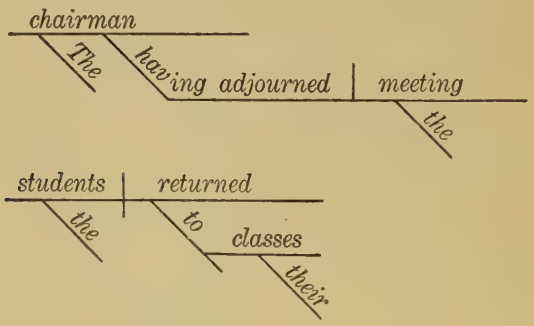
Yesterday my brother was ten years old.

Absolute Participial Phrase

The noun or pronoun in an absolute participial phrase is placed above the principal line on a line independent of the rest of the sentence.

The participle in the absolute participial phrase is placed on a broken line under the noun or pronoun.

The chairman having adjourned the meeting, the students returned to their classes.



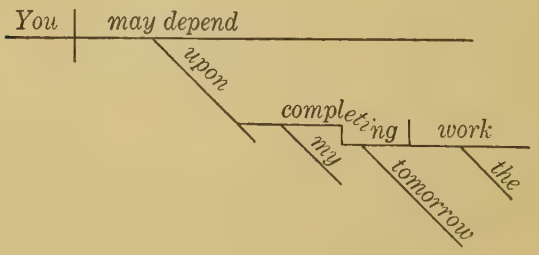
Gerund with Complement and Modifiers

The gerund is placed on a stepped line.

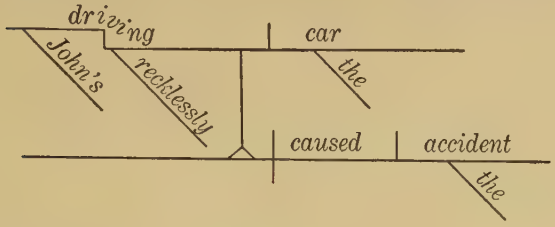
The complement of the gerund is placed on a straight line and is separated from the gerund by the same kind of line that separates a complement from the predicate.

The modifiers are diagramed like adjective or adverb modifiers.

You may depend upon my completing the work tomorrow.



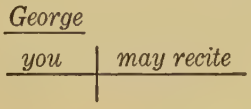
John's driving the car recklessly caused the accident.



Independent Noun or Pronoun

The noun or pronoun used in direct address or in an exclamatory way is placed above the principal line on a line independent of the rest of the sentence.

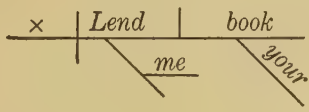
George, you may recite.



Indirect Object

The indirect object is diagramed like the object of a preposition.

Lend me your book.



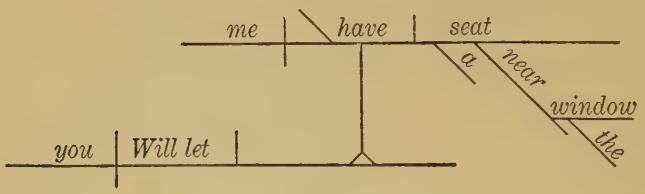
Infinitive Phrase

The infinitive is placed on two lines, the sign *to* of the infinitive being placed on the slanting line and the infinitive on the straight line.

The infinitive, together with its subject, its complement, and its modifiers, is lifted above the principal line by a "stilt." The line between an infinitive and its complement has the same direction as the line between a verb and its complement.

Infinitive with Subject and Object

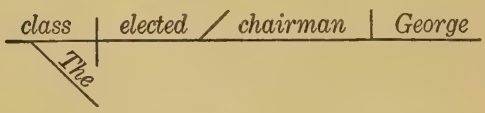
Will you let me have a seat near the window?



Objective Complement

The objective complement, or second object, is placed after the predicate and before the object. It is separated from the predicate by a line slanting toward the object.

The class elected George chairman.



THE COMPOUND ELEMENTS OF THE SENTENCE

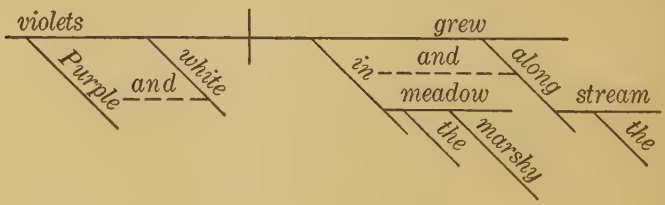
To diagram a compound part of the sentence, draw parallel lines for the compound expression and join the parallel lines near the dividing line.

Place the conjunction on a dotted line between the words that it joins.

Place modifiers as usual under the modified expression.

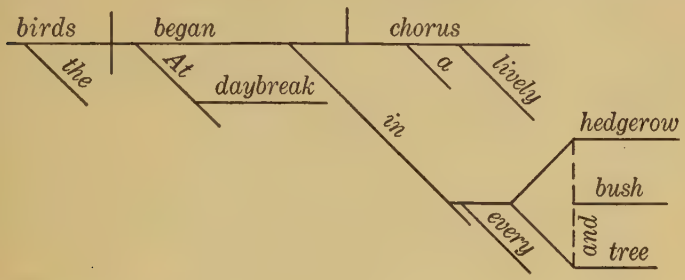
Compound Modifiers

Purple and white violets grew in the marshy meadow and along the stream.



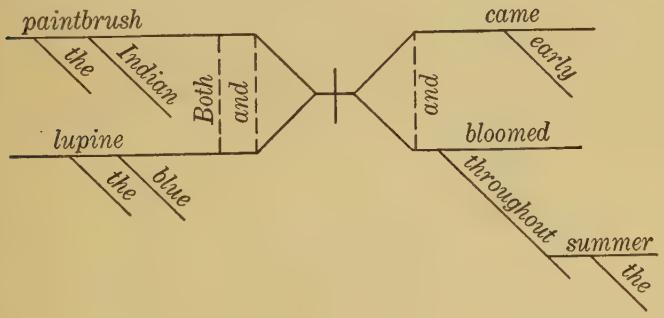
Compound Object of a Preposition

At daybreak the birds began a lively chorus in every hedgerow, bush, and tree.



Compound Subject and Predicate

Both the Indian paintbrush and the blue lupine came early and bloomed throughout the summer.

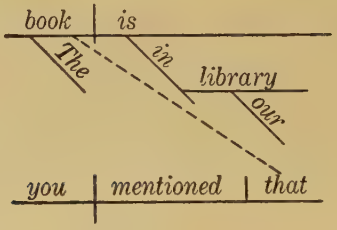


THE COMPLEX SENTENCE

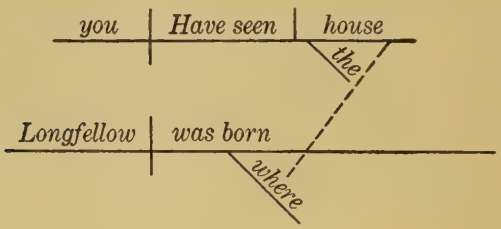
Adjective Clause

The adjective clause is placed below the principal clause. It is joined to the principal clause by a dotted line from the antecedent of the relative pronoun in the principal clause to the relative pronoun in the subordinate clause.

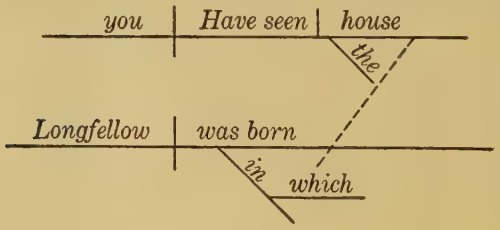
The book that you mentioned is in our library.



Have you seen the house where Longfellow was born?



Have you seen the house in which Longfellow was born?

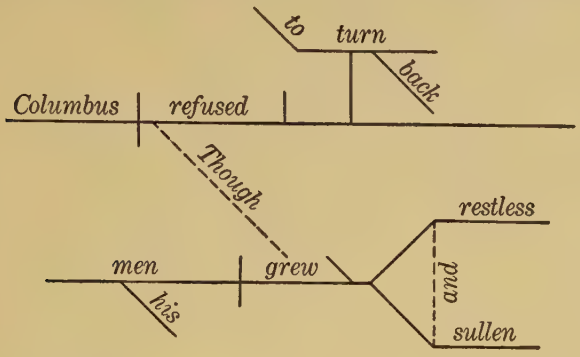


Adverb Clause

The adverb clause is placed below the principal clause. It is joined to the principal clause by a dotted line on which is placed the subordinating conjunction.

With the exception of the adverb clauses of result and of comparison, the subordinating conjunction joins the predicate of the subordinate clause to the predicate of the principal clause.

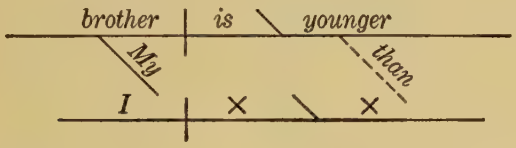
Though his men grew restless and sullen, Columbus refused to turn back.



Elliptical Clause

The elliptical clause is diagramed like an adverb clause. The omitted part is indicated by a cross (X).

My brother is younger than I.

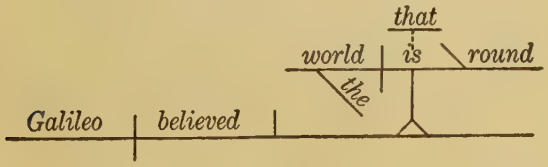


Noun Clause

The noun clause is placed as a unit on a line supported by a vertical line, or "stilt."

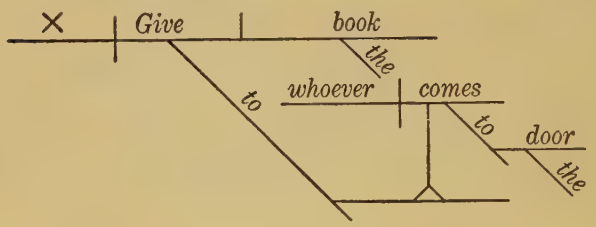
When the noun clause is introduced by the subordinating conjunction *that,* the subordinating conjunction is placed on a horizontal line above the verb of the noun clause and is connected with it by a dotted line.

Galileo believed that the world is round.



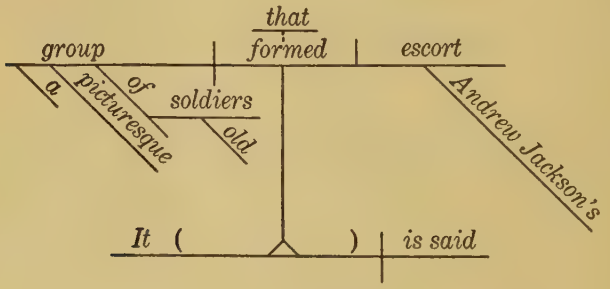
When the noun clause is introduced by the compound relative pronoun or by the interrogative pronoun, the pronoun has a place within the noun clause just as it has in the adjective clause.

Give the book to whoever comes to the door.



A noun clause used as a delayed subject is placed in parentheses after the introductory pronoun *it*.

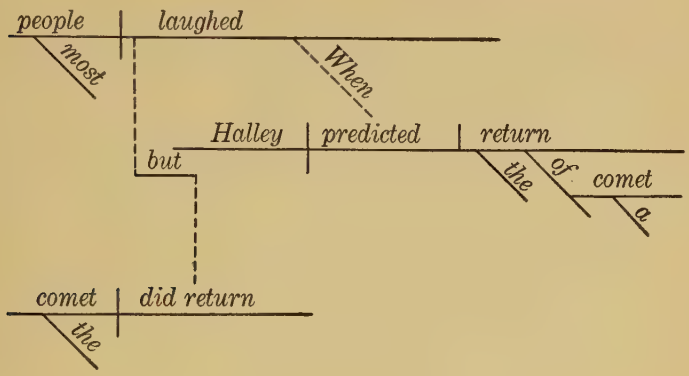
It is said that a picturesque group of old soldiers formed Andrew Jackson's escort.



THE COMPOUND-COMPLEX SENTENCE

The principal clauses in a compound-complex sentence are diagramed like the principal clauses in a compound sentence; the subordinate clauses, like the subordinate clauses in a complex sentence.

When Halley predicted the return of a comet, most people laughed, but the comet did return.



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